DOCUMENT RESUME

ED 303 265 PS 017 780

AUTHOR Jorde-Bloom, Paula
TITLE A Great Place to Work: Improving Conditions for Staff in Young Children's Programs.
INSTITUTION National Association for the Education of Young Children, Washington, D.C.
REPORT NO ISBN-0-935989-18-8
PUB DATE 88
NOTE 83p.
AVAILABLE FROM National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786 (NAEYC Publication No. 250, $5.00).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Day Care; Day Care Centers; Early Childhood Education; Employer Employee Relationship; *Organizational Climate; *Organizational Development; Organizational Effectiveness; *Self Evaluation (Groups); *Staff Role; Surveys; *Work Environment

ABSTRACT

This book discusses important issues of the day care profession. Topics include evaluation of the work place and the improvement of the day care environment for the benefit of staff, parents, and children. Organizational climate is considered in terms of the different types of early childhood programs and their relationship to current knowledge about individual and group behavior in organizations. Ten key dimensions of organizational climate that support professionalism are identified. An overview of the importance of assessing work attitudes focuses on both informal and formal assessments. The discussion also covers the ways in which day care directors can effectively promote a positive professional climate in their centers; these methods include: (1) encouragement of staff collegiality; (2) provision of opportunities for professional development; (3) feedback on teacher performance; (4) definition of roles and responsibilities; (5) the reward system; (6) staff involvement in decision-making; (7) staff involvement in determining program goals; (8) wise use of time; (9) setting of realistic work loads; (10) use of the physical environment to enhance job effectiveness; (11) encouragement of innovation and creativity. Included is a list of 115 references. (RJC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED303265

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Great Place To Work

Improving Conditions for Staff in Young Children's Programs

PS 017780

Paula Jorde-Bloom

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Paula Jorde-Bloom
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dr. Paula Jorde-Bloom is Associate Professor at National College of Education, Evanston, Illinois. She has taught preschool and kindergarten, designed and directed a day care center, and served as administrator of a campus laboratory school. Paula is the author of numerous journal articles and several widely read books including *Avoiding Burnout: Strategies for Managing Time, Space and People in Early Childhood Education* and *Living and Learning With Children.*

A Great Place To Work

Improving Conditions for Staff in Young Children's Programs

Paula Jorde-Bloom

A 1988-1989 Comprehensive Membership Benefit

National Association for the
Education of Young Children
Washington, D.C.

Photo credits: Robert Burgess 7; Esther Mugar 11; Subjects & Predicates 20, 33, 38, 40, 48; Cleo Freelance Photo 35; Ginger Howard 44; Marja Bergen 52.

The material in this book is provided for professional development purposes only and in no way connotes an endorsement of any product or service by the National Association for the Education of Young Children.

Copyright © 1988 by Paula Jorde-Bloom.

Library of Congress Catalog Card Number: 88-062481
ISBN Catalog Number: 0-935989-18-8
NAEYC #250

Design and production: Jack Zibulsky

Printed in the United States of America

Contents

For program directors . . . v

Chapter 1. What it takes to create and maintain a healthy work climate, 1
What is organizational climate? 1
Dimensions of organizational climate, 3
Different roles, different perceptions, 14

Chapter 2. How to measure organizational climate in your program, 19
Why is it important to assess work attitudes? 19
Components of a good survey, 22
Planning for the assessment, 23
Conducting an informal survey, 24
Using the Early Childhood Work Environment Survey, 25
What is the "best" climate? 30

Chapter 3. Ways to improve your program's work climate, 31
Questions to ask while changes are implemented, 32

References, 54

Appendixes

A. Sample cover letter for informal assessment, 61
B. Assessing organizational climate—An informal survey, 62
C. The Early Childhood Work Environment Survey, 63
D. Sample Work Environment Profile, 69

Index, 72

For program directors . . .

As early childhood educators and administrators, you are well aware that your program's environment has a tremendous effect on what young children learn and how they develop. Fortunately, specific criteria are readily available to help you evaluate and improve the quality of both your school's physical facility and the learning that takes place within it (National Association for the Education of Young Children, 1984a).

As part of a constant process to upgrade your program, you must also view your efforts from another perspective—the quality of the professional environment in which you and your staff work. After all, programs that are sensitive to the needs of adults as well as children are in a far better position to provide the best possible education for children.

You know that early childhood education is a demanding profession, physically and emotionally. Therefore, the personal and professional growth of those charged with educating young children needs constant attention. All of us must demonstrate every day how we value the work that we and our colleagues do with young children and their families.

You probably are already aware that the national picture of early childhood work environments is bleak:

- *Staff turnover in child care centers exceeds 30% a year* (Bureau of Labor Statistics, 1984; Ross, 1984). That puts child care work among the country's top 10 job categories with the highest turnover. The result is that many programs experience constant strain as they search for and retrain new staff. Continuity of care for children, a critical variable in quality, is also jeopardized.

- *Low morale, stress, and job burnout are common among early childhood teachers* (Hyson, 1982; Jorde, 1982; Maslach & Pines, 1977; Whitebook, Howes, Darrah, & Friedman, 1982). Stren-

uous work, low pay, lack of benefits, and difficult working conditions all take their toll. When staff feel overwhelmed, tense, and tired, their commitment to the profession soon wanes.

It is ironic that teachers often experience a feeling of professional accomplishment from their interactions with children, but still feel a profound sense of personal failure because the conditions of teaching are so often frustrating, unrewarding, and intolerably difficult. It is their inability to fulfill their aspirations that drives many talented teachers from the profession and fosters a kind of cynicism in those who remain (McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986).

Indeed, unless we better understand how the quality of work life affects us and how we supervise and teach, our very survival as a profession, and your ability to continue to direct a developmentally appropriate program, may be at stake. Of course, this makes your job even more complicated as you untangle the web of relationships between work and worker.

This book is intended to help you sort out the important issues, to evaluate your work environment from the perspective of an adult worker, and to improve it for the benefit of staff, parents, and children.

Our discussion has three parts. First, we will look at how research and theoretical ideas about organizational climate apply to early childhood education workplaces. Chapter 1 identifies 10 dimensions to consider in creating and maintaining a professional climate.

Next, we will review why it is important to assess work attitudes and to create a climate that invites improvement. You can measure the organizational climate in your school either by using the informal or formal surveys detailed in Chapter 2, adapting these or other similar surveys, or designing your own. We will discuss the need for confidentiality, and how staff perceptions can be interpreted and used to improve the quality of work life in your program.

Chapter 3 focuses on how you can work with teachers to implement healthy and constructive changes that respond to the professional and individual needs of their staff.

Chapter 1
What it takes to create and maintain a healthy work climate

WHAT IS ORGANIZATIONAL CLIMATE?

If you have visited many other early childhood programs, you know that each has its own personality. Some seem to exude excitement and energy from the moment you walk in the door. The director and teachers are spirited, vital, and energetic. Staff are dynamic, happy, and enthusiastic about their work. When they talk with children, parents, and each other, they are warm and supportive.

In other settings, discontentment and tension seem to permeate the air. The mood appears to be competitive and harsh. Staff and parents mistrust and resent each other. Complaints about staff roles, responsibilities, and general work conditions are frequent.

Each program's personality and characteristics certainly affect the quality of the work life for the staff (Jorde-Bloom, 1986b; Katz & Kahn, 1978). Organizational theorists refer to this distinct atmosphere that characterizes work settings as *organizational climate* (Pace, 1983; Steele & Jenks, 1977). The use of a weather metaphor does seem appropriate, because some centers seem to be distinctly sunny, warm, and nurturing; others are stormy and unpredictable.

Most of us do not stop to analyze the organizational climate in which we work, but the climate does influence our behavior: our feelings about work; how comfortable we feel in expressing our

opinions; our relationships with children, parents, and co-workers; and how well we perform our responsibilities (Steele & Jenks, 1977).

Although organizational climate may be relatively easy to notice even in a brief visit, the concept is not easy to define. It is made up of many dimensions including the perceptions, attitudes, beliefs, and values of all the individuals in a work setting—a composite of personalities and the leadership that guides them.

Organizational climate is a *global perception* of the perceived quality of the attributes of an organization (James & Jones, 1974; Tagiuri, 1968). These perceptions are *subjective interpretations*, which may vary between people and with reality. Individuals perceive the meaning of the attributes differently, depending on their role in the organization, their value orientation, and the context of the situation.

In fact, recent research indicates that administrators of programs consistently rate their organizational climate higher than do the other staff (Jorde-Bloom, 1988a). Therefore,

> How a leader really behaves is less important than how members of his [or her] group perceive that he [or she] behaves; it is their perception of [the] behavior that will determine the behavior of the group members, and will hence define the organizational climate. (Halpin & Croft, 1963, pp. 9–10)

Organizational climate is not the same as psychological climate or job satisfaction (James & Jones, 1974; Schneider & Reichers, 1983), which are individual perceptions of the degree to which individual needs and expectations are met (Jorde-Bloom, 1986c, in press). Organizational climate, on the other hand, describes conditions that exist in the workplace based on the *collective perceptions* of workers.

Nevertheless, organizational climate and job satisfaction are closely related. Although it is not clear whether climate or satisfaction comes first, job satisfaction seems to be higher in schools with relatively open climates. These climates are characterized by a sense of belonging, many opportunities to interact, autonomy, and upward influence (Coughlan & Cooke, 1974; Halpin & Croft, 1963; Zigarmi, 1981).

Whenever people work together, they individually and jointly affect each other and their environment. Job descriptions may define different jobs, but individuals shape their roles according to their skills and atti-

tudes. Each person influences the collective values and work orientation of the group. At the same time, people's attitudes and behavior are being shaped by the environments in which they work.

This pattern of relationships has been called a social-ecological model of human behavior because it stresses the dynamic, interactive nature between people and their environment (Barker, 1968; Bronfenbrenner, 1979; Lewin, 1951; Moos, 1976). The model fits well with the concept of organizational climate because the collective perceptions of workers are influenced by differences in organizational structure as well as by individual meanings that people attach to their interactions.

DIMENSIONS OF ORGANIZATIONAL CLIMATE

To better understand all the dimensions of organizational climate, we must take into account the research and theoretical work on school effectiveness, group dynamics, work attitudes, and interplay between people and the environment (Anderson, 1982; Fox, 1974; Moos, 1976; Schneider & Reichers, 1983; Tagiuri, 1968).

Our discussion will center on a practical understanding of different types of early childhood programs and their relationship to current knowledge about individual and group behavior in organizations. Ten key dimensions of organizational climate that support professionalism are identified here, but of course there is a great deal of overlap between dimensions and you may think of many other related ideas that could fit into this framework as well. These 10 dimensions are summarized in Table 1 (see page 4).

Collegiality

People are social. All of us need to feel that others care about us and are concerned about our welfare. Emotional support, therefore, is a potent force in creating a positive work climate. When staff support and trust one another, an esprit de corps develops. The rationale for providing an environment that fosters friendly, supportive relationships is well grounded in theories about job satisfaction and self-fulfillment.

Table 1
Ten Dimensions of Organizational Climate

Dimension	Definition	Related Research
Collegiality	Extent to which staff are friendly, supportive, and trusting of one another. Measures the peer cohesion of employees and the esprit de corps of the group as a whole.	Goodlad, 1983 Little, 1982 Moos, 1976 Zahorick, 1984
Professional Growth	Degree of emphasis placed on personal and professional growth.	Fullan, 1982 Joyce et al., 1983 Kent, 1985
Supervisor Support	Strength of facilitative leadership that provides encouragement, support, and clear expectations.	Fleischer, 1985 Purkey & Smith, 1982 Silver & Moyle, 1984 Zigarmi, 1981
Clarity	Extent to which policies, procedures, and responsibilities are clearly defined and communicated.	Moos, 1976 Pettegrew & Wolf, 1982 Schwab & Iwanicki, 1982
Reward System	Degree of fairness and equity in the distribution of pay, fringe benefits, and opportunities for advancement.	Adams, 1971 Nash, 1983 Stern, 1986 Whitebook et al., 1982
Decision Making	Amount of autonomy given to staff and the extent to which they are involved in center-wide decisions.	Fox, 1974 Neugebauer, 1975 Whitebook et al., 1982
Goal Consensus	Degree to which staff agree on the goals and objectives of the center.	Fox, 1974 Silver & Moyle, 1984 Wilson et al., 1984
Task Orientation	Emphasis placed on good planning, efficiency, and getting the job done.	Moos, 1976 Nash, 1983
Physical Setting	Extent to which the spatial arrangement of the center helps or hinders staff in carrying out their responsibilities.	Phyfe-Perkins, 1980 Prescott, 1981 Steele, 1973 Weinstein, 1979
Innovativeness	Extent to which the organization adapts to change and encourages staff to find creative ways to solve problems.	Berman & McLaughlin, 1978 Fullan, 1982 Jorde-Bloom, 1986b Young & Kasten, 1980

In addition, compelling research evidence indicates that collegiality is characteristic of effective, high-achieving elementary schools as compared to those that are less effective (Goodlad, 1983; Little, 1982; Zahorick, 1984). For example, in effective schools teachers value and participate in a great range of professional interactions with their peers: They talk about instruction, engage often in structured observation, and plan together.

Schools with a strong sense of collegiality are characterized by a unified team spirit, a collective sense of efficacy, and the absence of social cliques (Little, 1982). Interactions are comfortable and individuals feel free to express their thoughts openly. These schools give high priority to minimizing teacher isolation.

These same patterns of collegiality undoubtedly characterize effective early childhood programs. Within all these settings, the appropriate degree of collegiality varies depending on the formal and informal structures of the program and the needs and expectations of the staff.

Opportunities for professional growth

In some schools for young children, teachers are unaware of what others are doing in the classroom, and they rarely share ideas and resources. In contrast, centers that value professional development find creative ways to pay staff expenses for conferences and workshops, to provide released time to visit other programs, to reimburse tuition for college courses, and to stock a library with a variety of professional magazines, journals, and curriculum guides (Jorde-Bloom, 1988b).

The degree of emphasis on opportunities for professional growth appears most closely related to management priorities and staff interest (Fullan, 1982; Griffin, 1983). Opportunities for reflection and the personal growth that accompanies it can even be seen as the hallmarks of a professional orientation (Schon, 1983).

Programs with a strong professional orientation give high priority to enabling teachers to evaluate their instructional practices and to master new skills. These programs plan opportunities for staff to expand their knowledge and widen their repertoire of competencies.

At the same time, they create a nonthreatening atmosphere in which staff are encouraged to help one another (Driscoll, Peterson, & Kauchak, 1985; Kent, 1985; McNergney & Carrier, 1981).

High-growth climates also gear in-service staff development activities to individual experience and tie opportunities for professional advancement to a well-defined career ladder (Association of Teacher Educators, 1985; Joyce, McKibbin, & Bush, 1983). These climates encourage staff to stretch and develop their potential.

Good staff development—designed to solve practical problems and to meet the needs of different types of teachers—is important for two reasons. It contributes to the quality of teaching and it increases professional satisfaction.

Supervisor support

Good leaders provide clear expectations, support, and encouragement for their staff. All of us need to know we are valued for our hard work, but we need more than mere recognition. A supportive supervisor gives open, honest, and regular feedback that is respectful of the individual's self-worth and provides direction for personal and/or professional change.

Increasing the quality and quantity of feedback to teachers achieves several goals. It not only provides them with needed recognition but broadens their repertoire of instructional strategies that can improve effectiveness. Moreover, it sends a clear message that their work is valued (McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986).

Many early childhood programs are so tightly staffed that new teachers or assistants may be turned loose in the classroom with little coherent supervision or training. This often happens even though we know that frequent, useful, and fair evaluations are essential to guide teaching behavior and improve effectiveness with children.

In fact, lack of supervisor support for training, career guidance, and interpreting policies has been found to be a major cause of job turnover in the field. Teachers who leave may have a lower sense of accomplishment because they did not receive clear performance feedback (Fleischer, 1985).

Good staff development contributes to the quality of teaching and increases professional satisfaction.

Teacher attitudes toward their supervisors can have a positive effect on their performance and job satisfaction (Goodlad, 1983; Jorde-Bloom, in press). Indeed, a supervisor's psychological support may well have a more enduring impact on a teacher's self-esteem and overall performance than any resources provided (Coughlan & Cooke, 1974).

For example, the degree of supervisor support has been indisputably linked to elementary school effectiveness and teacher performance (Andrew, Parks, & Nelson, 1985; Fullan, 1982; Purkey & Smith, 1982; Silver & Moyle, 1984). In effective elementary schools, principals devote more time to observing teachers, discuss more work problems with teachers, are more supportive of teachers' efforts to improve, and are more active in setting up evaluation procedures than principals in less effective schools. It is also important for teachers to have supervisors they regard not only as supportive, but also as competent (Goodlad, 1983).

The implications of this research for facilitative leadership in early childhood programs are clear. Preschool programs with supervisor support are organized for steady improvement; they build and nurture professional competence through clear, direct, and unambiguous feedback that focuses on behavior and action. Directors in these centers act as instructional leaders to guide staff performance.

Clarity of organizational functions

Every early childhood program operates with a complex network of roles and relationships, so the way policies, procedures, and responsibilities are defined and carried out deeply affects the program's effectiveness. Only when definition and implementation are orderly can employees understand how the nature and scope of their jobs mesh with the expectations of others.

Lack of clear job descriptions can create conflict among staff. If policies or procedures are vague, problems arise when people try to communicate. Poorly defined rules and regulations can result in confusion and add to job stress (Jorde, 1982; Schwab & Iwanicki, 1982). In contrast, order and clarity are positively related to job satisfaction and performance (Moos, 1976). Effective management

practices can reduce role-related stress considerably (Pettegrew & Wolf, 1982).

Why is clarity so important in early childhood education? In most programs, assistants, teachers, and lead teachers may all have similar duties ranging from maintenance work to planning curriculum and conducting parent conferences. Tension often results when title and pay do not distinguish who does what, why, and when. In our field, distinctions in responsibilities based on job title are related more to the quantity of time spent performing tasks than to the nature of the tasks themselves (Whitebook et al., 1982).

Therefore, communication in programs with strong organizational climates is consistent and clear. Information is direct and open, and flows both vertically (upward and downward) and horizontally (among employees in similar positions).

Of course, clarity is not something that can be achieved and then forgotten. Roles, responsibilities, and regulations must constantly be updated to meet the changing needs of a healthy workplace.

Reward system

Early childhood educators stay in the profession for reasons other than salaries, fringe benefits, tenure and job security, promotion opportunities, and prestige, but they often leave for such reasons. A number of studies have consistently found that most early childhood workers feel underpaid and undervalued by society (Jorde-Bloom, in press; Lindsay & Lindsay, 1987; Modigliani, 1986; National Association for the Education of Young Children, 1984c; Robinson, 1979; Rosenfeld, 1979; Washtenaw County Association for the Education of Young Children, 1985; Whitebook et al., 1982).

Professional and advocacy organizations such as the National Association for the Education of Young Children (NAEYC) consider salaries and working conditions a priority issue. Our society obviously must resolve some deep and complicated problems about the funding of early childhood programs and the status of our workers.

Both prospective and practicing teachers are influenced by salary levels (Stern, 1986). The number of teachers who leave for other

occupations is directly related to salary, as is the number of new entrants into the profession.

Even as we wrestle with these issues on a national basis, directors and policymaking boards can take steps to ensure that their staff can rest assured that their center's employment and salary policies are fair and just. Healthy organizational climates include a reward system with fair and equitably administered pay, job security, and promotion policies (Adams, 1971; Moos, 1976; Nash, 1983).

Although the importance of pay as a source of motivation is often downplayed in teacher self-reports of job satisfaction, the extrinsic rewards workers receive are important for their symbolic value. Pay symbolizes esteem—the value society places on teaching.

Money also means different things to different people. For some it is a powerful motivator that can buy status and security. For others, it is a legitimate form of recognition. Money also has symbolic value because it is an important indicator of equity (Sergiovanni, 1980).

Teachers compare wages, both within and outside the program. For many workers, questions of equity may be just as important as questions of adequacy (Adams, 1971; Lawler, 1971). Some workers may even unconsciously or consciously match their efforts to their perceptions about their pay.

Opportunities for promotion can also have strong symbolic importance. Many teachers regard them as recognition of past performance, and promotional opportunities certainly can offer a sense of future security. For some, especially those in the early stages of their careers, the likelihood of promotion may be more important than current wages (Kahn, 1981; Ochsner & Solmon, 1979).

Decision making

Who makes what kind of decisions? The decision-making structure of an early childhood program determines how power is distributed and how much influence the teaching and administrative staff have on program philosophy and goals, hiring, budget, staff training, and curriculum.

In general, when teachers feel that their program's decision-making structure is fair and encourages staff input, they are likely to share a

commitment to implement program goals (Fox & Schmuck, 1973; Neugebauer, 1975; Wilson, Firestone, & Herriott, 1984), and to be more satisfied with their jobs (Whitebook et al., 1982).

Some discrepancies are typical in this area: Administrators and staff may not agree on how decision-making influence is distributed; and, from the employees' perspective, the actual and desired amount of influence may differ (Fox, 1974; Jorde-Bloom, 1988a). Most workers desire more involvement in decision making, especially regarding issues that directly affect them.

In positive work environments, the decision-making structure is flexible rather than rigid. It responds to workers' concerns and issues and takes into consideration the changing expertise, abilities, needs, and expectations of all concerned.

When teachers feel that their program's decision-making structure is fair and encourages staff input, they are likely to share a commitment to implement program goals and to be more satisfied with their jobs.

Goal consensus

The degree to which staff, administrators, and board agree on the goals of the center is closely related to the decision-making dimension of organizational climate. The flip side of goal consensus is conflict and divisiveness.

All employees need to hold a common vision for the program so their efforts can be consistently directed toward those goals (Silver & Moyle, 1984; Wilson et al., 1984). Educational goals establish priorities—what we want children to do, to be, or to have as a result of their early childhood experience.

Differences in philosophy, socioeconomic status, background, and tradition are bound to contribute to differences in value orientations. Goal consensus thus reflects the ability of a staff to compromise and tolerate differences of opinion so that individuals can work toward a common vision.

Task orientation

Good planning, efficiency, and getting the job done are the essence of task orientation (Moos, 1976; Nash, 1983). In early childhood programs with a positive organizational climate, time is used wisely and staff are not burdened with unnecessary busywork. Meetings are well planned and purposeful, and procrastination is an exception rather than the rule.

On the other hand, it is possible for work environments to be obsessed with efficiency. These workplaces are too rigid and controlling, and create a stifling work atmosphere.

A positive work climate balances efficiency and clear organization with flexibility. Just as teachers and parents expect children to work up to their potential, staff perform at their best when the program operates efficiently, personnel are used effectively, and activities are coordinated so people are neither overloaded nor idle. In a healthy organization, everyone works hard but there is a good fit between people's own dispositions and the demands of the program.

Physical setting

Spatial arrangement can play a powerful role in shaping attitudes about work and influencing moods, dispositions, and employee morale (Bell, Fisher, & Loomis, 1978; Steele, 1973). Although research in business and industry shows that favorable attitudes toward buildings, facilities, materials, and equipment seldom produce the type of job satisfaction that improves work performance (Coughlan & Cooke, 1974), this may not be the case in early childhood education.

Why? Because the spatial arrangement in a program strongly influences children's behavior and therefore teachers' abilities to carry out program objectives (Jorde, 1982; Phyfe-Perkins, 1980; Prescott, 1981). Temperature, light, color, noise, ventilation, design, and furniture layout can help or hinder staff and children as they work. Poorly equipped environments, or those that have insufficient or ineffectively used space, are frustrating and stressful places to work (Conners, 1983; Jorde, 1982; Makower, 1981).

Early childhood programs that have a positive organizational climate on the physical setting dimension pay particular attention to the importance of the spatial arrangement and design of the classroom and support space. Areas are orderly, well organized, and furnished with the proper equipment, materials, and resources for staff to do their work effectively.

Physical setting can also reflect the overall climate of an organization (Steele & Jenks, 1977). When people work in a place that they perceive to be negative and unsatisfying, they tend not to want to take care of their environment. The building may appear run down, drab, or "institutional." Thus, physical appearance may well be a good indicator of general organizational health of the program.

Innovativeness

Early childhood centers, like all organizations, must adapt to change in order to survive. An innovative atmosphere encourages people to find creative ways to solve problems. Diversity is valued, so new

educational approaches and techniques are welcomed (Fox, 1974). In contrast, people in poor climates are complacent, conforming, and rigid in adherence to tradition.

Administrators can initiate or inhibit change. They can build or erode a sense of innovativeness in their staff, and they can encourage or stifle experimentation. In elementary schools and early childhood programs alike, the degree of a program's innovativeness primarily depends on a leadership style that encourages receptivity to new ideas, rather than on financial resources (Berman & McLaughlin, 1978; Chesler, Schmuck, & Lippitt, 1963; Fullan, 1982; Jorde-Bloom, 1986a; Young & Kasten, 1980).

The degree of innovativeness of a program is directly linked to the leadership style of its director. Directors are typically the ones who sense the need for change, set the pace for the change process, and then monitor progress as each new idea is translated into action (Schrag, Nelson, & Siminowsky, 1985). Innovative directors are responsive to the concerns of teachers, parents, and the community. They empower people to analyze problems and plan corrective action.

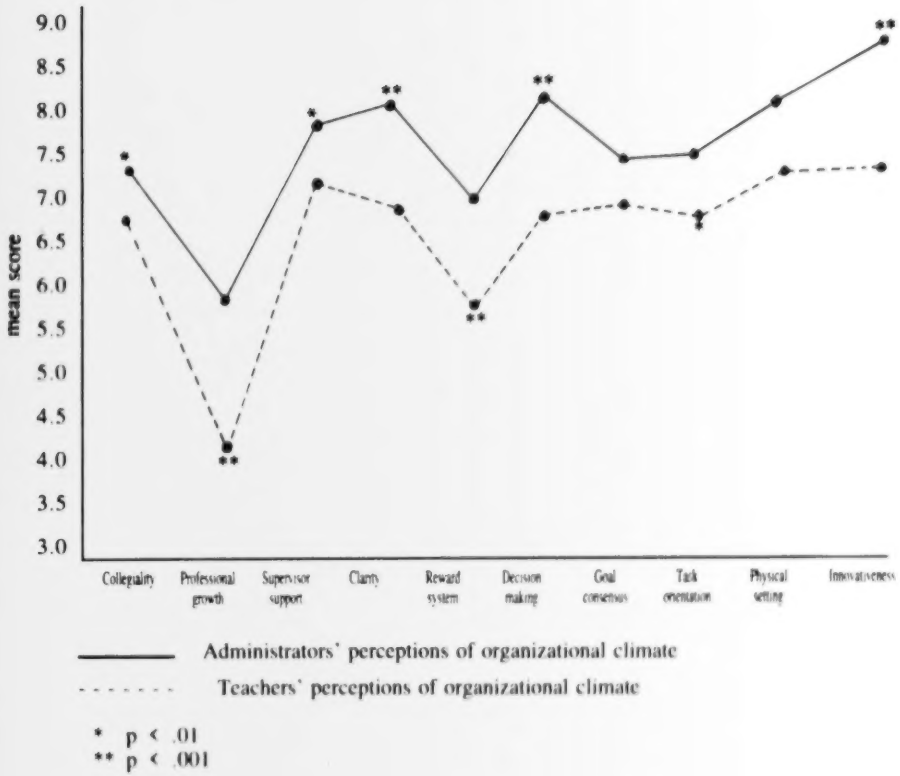
DIFFERENT ROLES, DIFFERENT PERCEPTIONS

Any teacher who has worked up the ranks from classroom assistant to teacher to director will not be surprised to learn that individuals who hold different positions in the organizational hierarchy tend to view organizational climate differently. In general, in most work settings, those in managerial positions tend to view the agency more positively than their assistants.

In elementary and secondary schools, teachers' and principals' perceptions of school climate do not necessarily coincide (Anderson, 1982; Fox, 1974; Sweeney, 1980; Wiggins, 1972). Teachers and administrators have different frames of reference and, consequently, different perceptions of school problems.

For example, principals tend to view conditions more favorably than teachers (Reineke & Welch, 1975). Although teachers and principals generally agree on which problems are serious, they differ considerably in their perceptions of the magnitude of those problems (Sandefur & Smith, 1980).

Figure 1
A Comparison of Administrator and Teacher Perceptions of Organizational Climate



Note. From "Closing the Gap: An Analysis of Administrator and Teacher Perceptions of Organizational Climate in the Early Childhood Setting" by P. Jorde-Bloom, 1988, *Teaching and Teacher Education: An International Journal of Research and Studies*, *4*(2), p. 116.

Perhaps early childhood programs are different. After all, we have long prided ourselves on creating educational settings that are more egalitarian and participatory and in which teachers and administrators often share space and responsibilities. Program directors may wear many hats, managing the business aspects of the program but also spending considerable time working directly with children right along with the teachers and assistants (Sciarra & Dorsey, 1979; Whitebook et al., 1982).

Tension can result when distinctions in title and pay exist without equal distinction in the actual work, but one might also assume that these overlapping responsibilities could result in a more shared perception of organizational climate. Apparently this is not the case. Teachers and administrators have strong differences in their perceptions about organizational practices (Jorde-Bloom, 1988a). Directors consistently have a rosier picture of what is happening in the program than do the teachers (see Figure 1).

Why is this so? Probably several complex and interrelated factors are at work, including these three important areas: backgrounds of the two groups, scope and nature of the roles of each, and the perceived control directors and teachers have over their jobs.

Administrators and teachers differ significantly in characteristics such as age, educational level, experience, salary, and professional orientation. These differences may account for such widely different perceptions about the work environment. As individuals or groups become more alike, communication and understanding between them increase (Rogers, 1983).

In some programs, directors spend little or no time working directly with children on a regular basis (Neugebauer, 1975). As a result, many teachers in such programs feel their directors are not in close touch with what happens in the classroom.

Role differentiation is closely tied to perceived control, which is perhaps why administrators perceive organizational climate more favorably than their staffs. Teachers often report, for example, that "people are sometimes asked for their opinions, but the decision has already been made." On paper, the decision-making structure in a program may look quite egalitarian; in reality, however, many teachers perceive an authoritarian arrangement (Neugebauer, 1975; Whitebook et al., 1982).

* * *

The 10 dimensions of organizational climate are critical in every professional early childhood work environment. Each clearly affects morale and the staff's ability to effectively teach young children. In evaluating these dimensions, administrators and teachers cannot assume that their views are necessarily shared.

Now that we have looked at some of the factors that determine whether work environments are personally and professionally satisfying, we can begin to assess how well our own programs measure up in these dimensions.

Chapter 2
How to measure organizational climate in your program

A great deal of work has been done to evaluate organizational climate in both business and industry (Bowditch & Buono, 1982; Nash, 1983; Seashore, Lawler, Mirvis, & Cammann, 1983). Other assessment instruments look at dimensions of organizational climate in elementary and secondary schools (Gottfredson, 1984; Halpin & Croft, 1963; Likert, 1977; Moos, 1979; Wilson et al., 1984).

Early childhood work settings are strikingly different from these environments, however, in areas such as funding structure, decision-making hierarchy, supervision methods, professional roles, and the nature of our work. Therefore, most of these instruments are not practical for assessing the quality of our unique professional work climate.

This chapter provides an overview of the importance of assessing work attitudes. We will look closely at both informal and formal assessments and will use one assessment tool—intended to be used specifically in schools and centers for young children—as an example of the process.

WHY IT IS IMPORTANT TO ASSESS WORK ATTITUDES?

Every good early childhood program administrator wants to know where things are going well and where they need to be improved. As director, you probably have an overall impression of your program's

Every good early childhood program administrator wants to know where things are going well and where they need to be improved.

successes or problems, but you need more specific information to define your vague feelings more precisely.

Staff members' perceptions of the work climate in a program are a good source of information not because they reflect objective reality, but rather because what people perceive as their experience is what is important (Owens, 1981).

A systematic method to measure staff perceptions of organizational climate can be extremely useful to

- clarify feelings about work,
- gauge personal and organizational efficiency and effectiveness,
- help explain why and where things are going well,
- identify where changes are needed,
- lead to better problem solving,
- increase staff involvement,
- give direction about program priorities,
- target areas for staff development,
- improve overall morale and staff performance, and
- help ensure the center stays healthy (Jorde-Bloom, 1987a).

To solve problems and handle conflicts more effectively, directors must establish a climate that supports open discussion of differences, invites feedback, and promotes open interaction and discussion. When issues are not dealt with openly, teachers can feel manipulated, and such feelings can diminish individual commitment to the center (Zigarmi, 1981).

One valuable insight gained during an assessment of employee attitudes about their work environment is the sharper understanding of where perceptions differ between administrators and employees. One of the more common findings, for example, is that directors often believe they give far more feedback to their staff than their teachers perceive they get. Another common difference is found in directors' and staff's perceptions regarding staff involvement in decisions about practices to be followed in the center. As has already been said, directors typically rate the climate more favorably than do teachers (Jorde-Bloom, 1988a).

The assessment process also helps directors and staff establish priorities. Which issues are most pressing? How can the center's resources be

used to best advantage? Where is additional support needed? The objectives, content, and emphasis of in-service programs for staff development can all be shaped by analyzing the work climate.

Even if you are not aware of any immediate problems, periodic surveys of work attitudes are helpful. One way to ensure that your center stays healthy is to regularly monitor employee perceptions of organizational practices. When used in this way, the assessment can be preventive by directing energies away from griping and toward finding solutions before issues develop into problems. Two-way communication between director and staff can increase simply because all are engaged in the common task of changing their own work environment.

COMPONENTS OF A GOOD SURVEY

To produce beneficial results, an attitude survey must meet three requirements (Coughlan & Cooke, 1974).

Surveys should have a clear purpose. The purpose of the procedure should be stated clearly and understood by all concerned, including boards of directors or others involved in the operation of the program. The process should convey to employees that feedback is important to improve the efficiency and effectiveness of the center. It should be clearly stated that the results will not be used to embarrass people or to undermine individuals who have problems. Surveys should be intended for constructive purposes, to prevent apprehension and defensiveness and assure wholehearted participation.

Responses should be confidential. Accurate information will be obtained only when respondents are certain that their answers will be anonymous. Therefore, any questionnaire should be scored by a disinterested person who will maintain complete confidence about the results. Otherwise, the information will be distorted and of limited value.

Information about results must be shared. Results (favorable or unfavorable) must be shared with the entire group. By doing so, an administrator indicates concern for staff welfare and conveys the intent

to be open to and to support needed changes. This step can in itself contribute to healthier staff relations by opening channels of communication and stimulating group problem solving.

When the results are translated into follow-up activities, teachers will feel a greater sense of professional investment and shared responsibility to implement change and incorporate new practices.

* * *

The following discussion of informal and formal work climate assessments can serve as an excellent discussion starter for classes and workshops in program administration. Even without the benefit of a particular center to evaluate, students can become better acquainted with the components essential to establishing and maintaining a professional environment in any work setting, and, by reflecting on the value of each dimension, shape their professional managerial styles. Self-awareness and professional growth are logical extensions of this important work.

The ideas in this chapter are valuable too for directors as they make decisions and administer the daily workings of programs for young children. The survey examples bring to life how the 10 dimensions of organizational climate outlined in Chapter 1 can be used to evaluate program effectiveness. The implications for implementing these dimensions will be discussed in greater detail in Chapter 3.

PLANNING FOR THE ASSESSMENT

You can use a variety of approaches to collect information about how staff perceive their professional work climate. You will probably want to do so twice a year, either by requesting verbal feedback, by using a questionnaire designed specifically for your program, or by using a formal instrument.

You probably will want to start by announcing the project at a staff meeting or with a memo to each staff member. Either way, briefly comment on why the assessment can benefit everyone, how con-

fidentiality will be maintained, what will happen with the information collected, why it is important for everyone to participate, and the logistics of when and where employees can fill out the survey. A sample letter is included in Appendix A.

You may want to distribute the assessment at a staff meeting. If you do, make sure everyone has enough time to fill it out and sufficient privacy to keep her or his responses confidential. Each person should receive a plain envelope in which to return the questionnaire to you.

If you give a survey out at the end of the day, ask that staff members avoid discussing their responses with each other and that all surveys be returned to you in their plain envelopes the next day. Unless at least 80% of the staff return their comments, the results will not be very helpful to you.

No matter how you administer the survey, it is best to have a disinterested party score it to be certain that confidentiality is maintained. Staff must feel free to answer the questions honestly, or the results may be inaccurate. An impartial outsider such as a local college instructor or respected professional colleague should score the responses.

CONDUCTING AN INFORMAL SURVEY

Designing your own survey allows you to tailor questions to address specific elements of your program and even to different types of jobs—assistants, teachers, support staff, and administrators; or staff who work with various age groups; or full-time, part-time, and volunteer workers.

Directors who conduct informal assessments typically want to incorporate staff ideas when they design their questionnaires. Together you can select key questions about your program that tap into each of the dimensions discussed in Chapter 1 and listed in Table 1.

Items can be worded either in a forced-response format (yes/no, multiple choice, or ranking on a scale) or as open-ended questions. Forced-response questions are easier to score and help ensure consistency in interpretation, but sometimes none of the answers quite describes the individual's opinion. Open-ended questions are difficult

to score and make it more likely that the individual can be identified, but may elicit more specific comments.

An example of an informal assessment instrument using two of these formats is included in Appendix B. Feel free to reproduce copies of it to use with your staff. You and the person who compiles the results can use the discussion about scoring the Early Childhood Work Environment Survey as a basis for evaluating the responses.

Periodically, you may also decide that you want a more systematic, standardized assessment of your center's work climate. The Early Childhood Work Environment Survey may suit your needs.

USING THE EARLY CHILDHOOD WORK ENVIRONMENT SURVEY

The Early Childhood Work Environment Survey, included in Appendix C, evolved from research conducted by the Early Childhood Professional Development Project (ECPDP) at the National College of Education. Its development was shaped by the need for an assessment instrument that could both describe and differentiate settings along several dimensions, could demonstrate a satisfactory level of statistical reliability and validity, and could serve as a useful tool for the profession to monitor and improve work settings.

Items on the survey were drawn from interview data collected during early exploratory research and from several other organizational climate scales. The research of Halpin and Croft (1963); Moos (1974); Seashore, Lawler, Mirvis, and Cammann (1983); and Wilson et al. (1984) was particularly valuable. Information about the field tests, norm-referencing procedures, and recent research establishing the validity of this survey is available (Jorde-Bloom, 1987b, 1988a).

This survey is copyrighted, and thus may not be reproduced to distribute to your staff. Copies of it should be obtained from, and scored by, the ECPDP. A nominal fee is charged for this computerized service; all records and results will remain confidential. Survey results will not be used for additional research purposes without permission. For further information, contact the Early Childhood Professional Development Project of National College of Education at 2840 Sheridan Road, Evanston, IL 60201.

Administering and scoring the survey

The Early Childhood Work Environment Survey is designed for all administrators, teachers, and support staff (secretary, cook, maintenance staff) paid to work more than 10 hours a week in a program for young children. Centers with fewer than seven employees will probably find the survey less helpful because the results generally vary only slightly.

This survey is completed by each individual in private and takes approximately 15 minutes to fill out. Appendix C contains a sample copy of the survey, including a letter for administrators. The ECPDP will tabulate results in about 8 weeks. Appendix D is a sample of the type of profile of the responses that a center would receive.

The Work Environment Profile

Because the Early Childhood Work Environment Survey analyzes the professional environment of a center, the responses of individuals are compiled into one center profile that reflects group perceptions of current organizational practices. As you will note in Appendix D, the profile includes information on how workers perceive their work environment, how this setting compares to what they consider to be ideal, and how their center compares with other centers that have completed the survey.

Let us now turn to a closer look at each part of the Work Environment Profile. If you have designed your own instrument or are using another one, you will still find this discussion helpful in interpreting your results.

Part A. Organizational climate. This section of the profile includes a summary of the results of the questions that pertain to the 10 dimensions of organizational climate. The lowest possible score is 0, the highest 10. The vertical line for each dimension indicates the range of scores for that dimension. A circle indicates the mean score on each dimension for 2,250 early childhood workers who have completed the Work Environment Survey. The X shows the average rating of all the participants from The Children's Place, a fictitious program used for this example.

Collegiality rates the extent to which staff are friendly, supportive, and trusting of one another. A high score indicates that staff feel free to express their feelings; they believe communication is generally frank and candid. Individuals who rate their centers highly on this dimension feel that morale is high and that a strong sense of team spirit characterizes their work relationships.

Professional growth indicates the extent to which professional growth opportunities are available for the staff. Centers that score high on this dimension provide regular staff development workshops, encourage teachers to share resources with each other, provide released time for teachers to attend conferences and visit other schools, and offer financial support and guidance for professional advancement.

The collective perception of workers at centers scoring high on *supervisor support* is that the supervision they receive is both supportive and helpful. Individuals who rank this dimension positively feel that supervisors set high but reasonable standards and help staff develop their skills. A low rating on this dimension may indicate that the supervisor does not provide enough feedback or that she or he is too critical and hard to please.

Clarity refers to the way policies, procedures, and responsibilities are defined and carried out. Early childhood workers at centers scoring high on this dimension generally feel that communication is good and that work schedules, job descriptions, and rules are clear and well defined. Low ratings indicate that people are often confused about policies and procedures and/or that conflicting demands are often placed on workers.

Reward system gauges the extent to which individuals feel that pay and fringe benefits are fair and equitably distributed. Centers scoring high in this category provide good job security for their workers and handle promotions and raises fairly. Workers in these settings feel that their pay is fair compared to what other similar programs pay. A low score indicates that people feel that some individuals are paid more than they are worth, that raises are based on favoritism, and/or that administrators take advantage of people.

Decision making measures the extent to which autonomy is valued and staff are encouraged to make decisions about those things that directly affect them. Centers that score high are those that en-

courage staff to provide input on school-wide policies. A low rating indicates that the overall perception of workers is that the center values conformity and individuals do not feel free to express their opinions on important issues.

Goal consensus is the degree to which the staff agree on school philosophy, are unified in their approach, and are committed to program goals and objectives. A high score in this area reflects the ability of staff to appreciate differing points of view and to compromise and agree on important program issues.

Task orientation is the degree of emphasis on good planning, efficiency, and getting the job done. Staff who give high ratings believe that they work hard but still have time to relax, that program procedures are efficient, and that meetings are productive. Low ratings generally indicate frequent procrastination and wasted time.

Physical setting gets high ratings if the work environment is well arranged, organized, and supplied with sufficient materials and equipment for staff to do their jobs. A low score may indicate that the center appears drab or needs major repairs, the temperature is uncomfortable, parking is inadequate, or classroom space is cramped.

Centers high in *innovativeness* encourage staff to be creative in their work. Individuals rating their center high in this area believe they are encouraged to try out new ideas to solve problems and then supported when they make needed changes. Programs with low ratings are usually characterized by a traditional approach that avoids risk and allows many problems to go unsolved.

Part B. Summary of worker values. People do not all want or expect the same things from their work. For example, a sense of collegiality may be quite important or even essential for some individuals to experience job satisfaction. Others, who prefer to work alone, may have a lesser need for affiliation. Likewise, for some people the comfort level of the physical setting and the availability of materials and supplies may be an important factor while others are less concerned about this aspect of their work environment.

This portion of the Work Environment Profile helps administrators assess how important each dimension of the organizational climate is for staff by providing a summary score.

Directors can use this information and the results from Part A to help decide on priorities about which dimensions need to be changed: A low score in Part A and a high score in Part B on the same dimension may indicate where to start.

You need to look at both parts together to understand how the staff perceive the climate and how important each of the dimensions of that climate is to them. You can then begin to develop your own formula to achieve a healthy organizational climate unique to your own program needs as identified by the staff.

Part C. Summary of overall commitment to the organization. This scale provides a summary of how committed staff are to the program. Individuals who feel deeply committed to their jobs tend to put extra effort into their work and take pride in their center. It is not surprising, then, that there is less staff turnover when the staff feel strongly committed to the program.

Part D. Summary of how current work environment resembles ideal. Job satisfaction can be described in terms of the discrepancy between individual perceptions of reality and individual perceptions of the ideal (Porter, 1961; Sweeney, 1981; Trusty & Sergiovanni, 1966). Satisfaction is greater when the discrepancy between real and ideal conditions is small. This section describes how closely staff feel reality approaches their ideal work environment.

Part E. Ranking of various educational goals and objectives. Goals and objectives vary among centers, and staff priorities for each of the goals also can differ within a program. This section considers six different educational objectives. If staff are in basic agreement about which goals are most important, the rankings for each objective will cluster. If teachers differ in their opinions about the importance of each objective, however, the rankings will be widely dispersed.

Part F. Degree of decision-making influence of the teaching staff. This section describes workers' perceptions about how much influence members of the teaching staff currently have on organiza-

tional decisions as well as how much they desire. Typical decision-making areas are included—both those where centralized decision making may seem preferable and those that invite shared decisions. Each school's most appropriate balance will depend on the circumstances of that program and the amount of influence staff desire.

WHAT IS THE "BEST" CLIMATE?

Healthy, positive organizational climates are typically characterized by high energy, openness, trust, a collective sense of the ability to get things done, and a shared vision of mission. In contrast, an unhealthy, negative environment usually can be described as having poor communication, divisiveness, conflict, and low staff morale.

Nevertheless, each center must define its own "best" professional climate. Just as some of us prefer hot, dry weather and others of us like it cool and damp, the social-ecological perspective discussed earlier helps us understand that there is no one ideal profile. Rather, each dimension must be evaluated in relation to the needs, values, and expectations of the workers, and if applicable the board members or managers, within each setting. The best climate will be a unique blend that meets the individual and collective needs of all concerned.

Conducting a survey about organizational climate is not an end in itself, but rather the first steppingstone toward action. Simply assessing attitudes is not sufficient to increase staff morale and commitment to organizational goals. Diagnosis and evaluation of results lend direction for you to take action.

Chapter 3
Ways to improve your program's work climate

The program director, with the support of any boards or other governing bodies, has primary responsibility for making changes happen. In many powerful ways, you shape the center as a workplace. This central, complex, and pivotal role enables you as a leader both to assess work attitudes and to structure changes to improve conditions.

The quality of professional early childhood education is crucial, so you as a program director want to demonstrate effective leadership:

- to show a clear, informed vision of what you want your school to become;
- to translate your vision into realistic goals and expectations for boards, teachers, parents, and children;
- to establish a climate that supports progress toward those goals; and
- to intervene in a supportive manner when change is necessary.

This kind of leadership does not just happen. You must carve out a leadership role to make educational change occur while supporting the quality of work life for your staff. More than any other individual, you have the greatest impact on your school's organizational climate.

Change should not be imposed just for the sake of change, of course. Rather, through your leadership, staff will feel like active participants

in a change process that is not forced on them, but is a collaborative partnership between staff and director, and perhaps board of directors.

There is no quick and simple way to change the climate of an early childhood center. Behaviors and attitudes may be firmly entrenched. The assessment process is a beginning, however, because it engages staff in the common task of evaluating their own work environment. The nonverbal message of the process is a powerful one—the responsibility to improve the quality of work life is shared.

Two-way communication can improve through the assessment process when people feel new ideas are welcome. When both staff and leadership perceive the results of the survey as valid, accurate, and unbiased, the description of organizational conditions can be a potent force in helping bring about needed change (Bowditch & Buono, 1982).

You have started the cycle of change just by reading this book, and perhaps by preparing to survey perceptions about the work environment in your program. Administrators and staff together can now begin to solve small, manageable problems. As you do so, you will begin to fashion an environment conducive to self-assessment and change. When teachers are consulted, their ideas taken seriously, and their concerns heard, the channels of communication open and isolating barriers lower.

QUESTIONS TO ASK WHILE CHANGES ARE IMPLEMENTED

How can directors more effectively promote a positive professional climate in their early childhood centers? These questions are intended as a framework to help you translate the dimensions of organizational climate into action.

How is staff collegiality encouraged?

The director plays an instrumental role in encouraging staff to support one another. But wise administrators know they cannot force a sense of esprit de corps. A sense of community must be nurtured and

developed by careful attention to the social and affiliation needs of the people who work together (Neugebauer, 1984). You can enhance collegiality, however, by structuring opportunities that enable teachers to work collaboratively on projects, to share resources, and to solve problems together.

Some centers begin each staff meeting with a few minutes for teachers to informally share a new resource or curriculum idea with others. Other directors ask two or more teachers to work together on a special project, such as a parent meeting or end-of-the-year picnic.

Scheduling can play a big part in fostering collegiality. Perhaps some teachers can be assigned blocks of time to work together to develop new

Collegiality can be enhanced if structured opportunities enable teachers to work collaboratively on projects, share resources, and solve problems together.

classroom materials or plans for future activities. You might adjust work hours to encourage joint field trips, sharing curriculum materials among classrooms, or even car-pooling. Shared lunch or coffee breaks can also be a time to informally encourage teamwork.

A staff lounge can work wonders to promote the group spirit. Even a small room gives teachers their own space to meet, prepare materials, and talk to one another without disruption. Hang a bulletin board in a visible place so staff can exchange information about teaching ideas and materials. Keep your staff roster up-to-date and distribute or post a staff birthday list—two seemingly small but very important steps to build collegiality.

If staffing patterns, layout, or time pressures make it difficult for staff to get together during the day, you may need to find time before or after work for people to socialize. Some directors hold regular potluck breakfasts or dinners. Others host a happy hour on Friday afternoons so staff can talk about the good things that happened during the week.

New staff need special attention during their first few days to assure that they feel comfortable in their work environment. Welcome them warmly as part of the family, explain the simple details such as where to get a cup of coffee, and introduce them to everyone—other staff, the children, and of course parents (Driscoll et al., 1985). Experienced teachers can actively orient and train new teachers.

What opportunities are provided for professional development?

Even on a limited budget, you can find ways to increase opportunities for staff to learn more about what they do and why they do it. When professionalism is promoted, teachers tend to talk more often and precisely about their work. Unless teachers keep up with the knowledge base of the profession and continue to fine tune their competencies singly and as a group, the quality of education in a program will decline.

Some programs provide released time for teachers to observe master teachers in action or to go to a local teachers' center to make new materials. Others pay registration fees for staff to attend workshops or

A good program weaves professional growth into the daily life of the center at little or no cost.

professional conferences. Not only do these activities rejuvenate teachers, but the benefits are multiplied when teachers return and share new information and resources with other staff.

Many directors feel they do not have the financial resources to hire substitutes when staff are gone or to pay for in-service specialists to come in to do training, for instance. But the amount of support different centers give to professional development activities seems to be tied more to managerial priorities than to real financial limitations—some centers with limited financial resources have very strong professional development programs (Jorde-Bloom, 1988b).

Professional growth opportunities need not be limited to special occasions. Instead, a good program weaves professional growth into the daily life of the center at little or no cost by

- encouraging teachers to share information on instructional methods and materials,
- setting time aside at staff meetings for each person to share expertise in areas such as child development and classroom management,
- inviting professors from local colleges to talk about their research or specialty,
- encouraging teachers to observe one another and work together to improve teaching practices, and
- maintaining a professional library where staff can read books, journals, brochures, and view videotapes dealing with early childhood education. The collection will naturally grow when staff are members of professional organizations.

One of the most important ways a director can motivate teachers is to provide lots of opportunities for teachers to expand and improve their repertoire of teaching skills. The more skilled teachers are, the more likely they are to experience and be rewarded by incidents of success (Neugebauer, 1984). You can help teachers identify their specific training needs and provide appropriate resources: books, coaching and on-site supervision, in-service training, the Child Development Associate credentialing program (scholarships are available), or outside workshops and courses.

The key to successful staff development is to individualize training needs to each teacher's level of experience and career stage (Bloom

& Jorde-Bloom, 1987; Joyce et al., 1983; Katz, 1972; Traver, 1984; VanderVen, 1979). Each teacher progresses personally and professionally along a developmental path (Greenberg, 1974). At each stage along that path, teachers have different concerns, capabilities, and perspectives. That is why a single approach to training will work for some but not all of your staff.

Teachers also vary in how receptive they are to new ideas. Some are omnivorous, others active consumers, some passive consumers, some resistant, and a few withdrawn (Joyce et al., 1983). If time and money are to be spent most effectively, the types of training opportunities offered must match these different levels of receptivity.

Directors also serve as role models of professionalism, in and out of the classroom. Although you may not be involved with the children every day, by making it a point to be warm and inviting with the children and their families, you demonstrate your ability to listen to children or parents as well as teachers. Readily pitching in to assist during a sudden staff shortage, a field trip, or other immediate need for assistance, gives you opportunities to demonstrate skilled interactions with children and other staff.

Your active involvement in professional organizations indicates your commitment to your own growth and sets an example for what is expected of staff. Some centers pay membership fees for teachers to belong to the National Association for the Education of Young Children (NAEYC), the Association for Childhood Education International (ACEI), or other similar groups to help ensure commitment to and continuity of professional development. Gift subscriptions to professional journals are often given for birthdays or employment anniversary dates.

When you get involved in advocacy activities in your community, teachers will begin to internalize your efforts as part of their own professional repertoire. Some centers set the standard of excellence for good early childhood education in their community because staff have consistently been such strong, visible supporters of quality services for children and their families.

Once professional development opportunities are supported, they gather momentum as teachers learn about more varied ways in which they can learn from each other and from other experts in the field.

Directors serve as role models of professionalism, in and out of the classroom.

What types of regular feedback do teachers get about their performance?

"Machines can be worked," says Peter Drucker, "humans must be developed" (1977, p. 58). This distinction is critical to educational programs. As director and leader, to help teachers build their own opportunities for enrichment and personal achievement you must tap their intrinsic motivation.

All of us need to know we are valued for our hard work. When you give your staff open, honest, and regular feedback, you lay the foundation for respect and feelings of self-worth (Neugebauer, 1983). You can help make individuals aware of what they do well and inspire them to improve their performance in areas that are weak.

How do you go about this? Your approach will be most effective if you use evaluation as a way for you and the teacher to work in concert to generate solutions and explore alternatives. Together, concentrate on the teacher's behavior rather than on personality traits. Be specific rather than global, and focus on the future rather than dwell on the past. Regular, open communication of this kind helps staff grow both personally and professionally. Feedback is the mortar that cements professional relationships in any early childhood program.

Teachers are their own best source of motivation (Herzberg, 1966; Jorde-Bloom, 1986c, in press; Neugebauer, 1984; Sergiovanni, 1980). If you design teachers' jobs to make the most of the intrinsic enjoyment they receive from their work, you will undoubtedly increase individual job satisfaction and group morale.

Rather than trying to make a person fit a job description, work with teachers to structure their jobs so they have more opportunities to experience success, achieve recognition, advance in the profession, and increase their competence. People are best stretched toward their potential when you look at the individuals first and then define the job around them (Hegland, 1984; Weinstein & Allen, 1985).

Many directors schedule a joint planning conference with each staff member twice a year. The purpose of this session is to work together to outline the teacher's individual professional goals and to evaluate performance. These one-on-one conferences breathe life into a job description and enable you as director to facilitate professional growth.

As director and leader, you must tap your staff's intrinsic motivation to help teachers build their own opportunities for enrichment and personal achievement.

All of us, including teachers, need change. This idea is summed up perfectly by Selye, who notes, "The human body, like tires on a car, wears longest when it wears evenly" (1976, p. 433). Variety, new challenges, and opportunities help us develop a broader range of interests and skills.

The joint planning conference, therefore, can be a source of new ways to keep staff challenged and involved. Rotating jobs so staff members do different tasks on a regular basis enriches positions, as does increasing responsibilities, scope, importance, visibility, or challenge. Enriching jobs is a powerful stimulus to increase teachers' self-motivation (Sergiovanni, 1980).

Personal goals will differ with each staff member, so job enrichment strategies that appeal to one person may not entice another. Job enrichment incentives must be consistent with each person's goals and work values.

It is usually a good idea to schedule the individual planning conference just before the new term begins in the fall, when staff changes often take place, schedules shift, and many new children enroll. Select another time for a second conference in the middle of the year to measure accomplishments, evaluate performance, and refine goals.

How well are roles and responsibilities defined?

In many early childhood settings, jobs have a way of mushrooming out of control, task after task piled upon an already ambiguous job description. Ill-defined job responsibilities are frustrating and stressful (Schwab & Iwanicki, 1982). Confusion and conflict can result from lack of clarity about who is supposed to do what.

Teachers and assistants often work together as a team and share a range of responsibilities. As we have seen, neither job titles, salaries, nor educational levels distinguish the type of work you might find any staff member doing, although the amount of time spent on a task or type of task might vary between assistants, teachers, head teachers, and even directors (Whitebook et al., 1982). There are always spills to be wiped up, activities to be prepared, field trips to be arranged, and parent meetings to be planned.

Consequently, directors must periodically reexamine job designations to distinguish among positions that require different levels of skill and experience (National Association for the Education of Young Children, 1984b; Whitebook & Ginsburg, 1985). Employees need to understand the limits of their work—not only what they are expected to do, but also what they are *not* expected to do. These specific role expectations will help them feel more secure about their ability to perform their functions effectively.

In addition, center policies and procedures need to be clear. Personnel policies pertaining to holidays, annual leave, sick leave, maternity or paternity leave, teacher preparation time, and expectations for staff involvement in fund-raising functions need to be put in writing and explained to new staff before they are hired.

Other policies regarding sick children, first aid, administration of medicine, parent visits, transportation, field trips, fee payments, snacks and meals, and permission slips, for example, should also be in writing to ensure that teachers understand what is expected of them in each of these situations.

An effective communication system is essential to ensure that teachers are informed about any new procedure, policy, or event. Sometimes teachers feel they receive too many memos and cannot tell which ones are really important. Or they may feel bombarded with too much verbal information when they are preoccupied.

If these are familiar complaints in your program, you will want to take a closer look at how information filters both vertically and horizontally in your center. Try to figure out answers to questions such as: When is the best time to inform staff? What methods can we streamline? How can I highlight important information?

How fair and equitable is the reward system? How well does it promote job security?

If you are not well informed about these issues, now is the time to learn how salaries, benefits, and professional advancement opportunities are related to job satisfaction and thus to staff's ability to provide good care and education for young children.

Salaries and benefits. Child care workers across the country are very dissatisfied with the low pay and paltry benefits they receive (Child Care Resource Center, 1984; Jorde-Bloom, 1986c, in press; Washtenaw County Association for the Education of Young Children, 1985; Whitebook et al., 1982).

Why do low salaries continue to exist in such an important field? There are a number of complicated reasons, including wage discrimination against females, the labor-intensive nature of early childhood programs, the fact that until recently many mothers provided child care at no cost, the relatively low incomes of young families, and the reality that our culture is not child centered (Modigliani, 1988).

Demanding working conditions that include inadequate wages and meager benefits make it difficult if not impossible to attract and retain good staff, and program quality suffers as a result (Willer, 1987). Salaries and benefits are tied into the complex problem of how to fund good early childhood programs.

The issue has now reached crisis proportions in the United States. Severe staff shortages and inadequate attention to safety and learning are the result. The outcry about this intolerable situation has been growing in large part due to the support from organizations including the Child Care Employee Project, the National Association for the Education of Young Children (1987), and other advocacy and professional groups. Every director should be involved in these national efforts to upgrade the profession and thus the quality of early childhood programs for all children.

In your own area, you can begin by surveying other nearby programs about their salary/benefits/promotion schedules, by reviewing your policies, and by keeping staff informed about what is happening to improve conditions in your program.

Involve staff in taking the survey, encourage teachers to join advocacy groups, and offer released time so they can work on local and national wage and benefit issues. Compare your policies to those of other programs, but also to those of employers who are key competitors for teachers of young children in your community—the public schools, local industry, and business.

Staff need to know the philosophy your program uses to determine their pay/benefits and potential for promotion. A good compensation

Even when programs have severely curtailed funds, the director's attitude about salaries, breaks, and sick leave can make a big difference.

system is one that has *internal fairness* (for example, a secretary does not make more than a teacher) and *external fairness* (teachers' salaries are comparable to those in other programs). Staff who are aware of the complexities involved in balancing the budget come to feel less adversarial in their relationship to boards and administrators.

Even when programs have severely curtailed funds, the director's attitude about salaries, breaks, and sick leave can make a big difference (Child Care Employee Project, 1985). You can emphasize the need for regular breaks and encourage staff to stay home when they are ill, for example, thus conveying that using these benefits does not mean less commitment to the job. Money to pay substitutes should be budgeted so the remaining staff are not overburdened when a colleague is absent.

A formal salary scale can signal to employees that you are concerned about their welfare and that they have some degree of job security (Child Care Employee Project, 1985).

Some centers have experimented with a variety of fringe benefit plans that are easier to implement and less expensive than across-the-board salary increases for all employees. These include free or reduced tuition for employees' children, free lunches, and use of the school car.

Career opportunities. Staff development and professional advancement go hand in hand in early childhood education. Teachers gain competencies in a series of stages that can be translated into natural ranks on a career ladder (Association of Teacher Educators, 1985; Cornett, 1985). Career ladders based on these stages could recognize and reward good teaching performance by building in incentives for job enrichment and expanded responsibilities, but they have yet to be widely implemented.

Merit pay is typically used to reward teachers for a job well done, and in some centers this pay is tied into professional development and assuming additional responsibilities.

Another approach to support teachers on the career ladder is to provide released time for visiting other schools and attending conferences, to pay membership in professional organizations, and to offer scholarships for continuing education or credentialing.

Monetary rewards are far from the only way a program's administration can convey respect for its staff, although salaries and benefits

are extremely important. Even after some solutions are found to help pay for good early childhood programs in the United States, however, nonmonetary rewards will continue to be essential.

Administrators know how important it is to respect teachers every day in even the smallest matters. The positive tone you set in your center will be picked up by parents and eventually the community. You will also want to publicly recognize outstanding performance, perhaps through an annual awards program, a special display honoring a teacher's exceptional service, or recognition at a parent/staff meeting.

How involved are staff in making decisions on important issues?

An integral part of a healthy organizational climate is an uncompromising respect for the need of people to have some say in the decisions that directly affect them. Whether the decision concerns curriculum, furniture arrangement, schedules for parent conferences, or field trip sites, teachers need to have input. When involvement is broadened, directors usually find that staff feel a greater commitment to the program.

It is not easy to involve staff and keep them informed. If you are not already including staff in decision making, you can gradually expand participation by reviewing the range of decisions that are made and the consequences of those decisions. In most centers with well-trained teachers, decisions fall into three categories:

1. Decisions that are best made by the board or program director—policies, fees, insurance, and major budget items, for example.

2. Decisions that should be made by teachers—most daily activities and room arrangements fall into this category.

3. Decisions to be made jointly by teachers and the administration. This area will vary by program, depending on the levels of expertise of those involved. Teachers may be involved in ordering materials, scheduling rotations of responsibilities, and screening and interviewing new staff.

Participatory management cannot be accomplished overnight. In many cases, behavior patterns and the dynamics of interpersonal rela-

tionships are well established, even firmly entrenched. Involvement cannot be thrust on people, but must be implemented gradually.

How can you open channels for increased involvement without disrupting your program's continuity? First, you must actively and honestly solicit feedback about how to improve working conditions. Do it formally through a questionnaire, and informally as you talk with people every day. So many of us are reluctant to generate feedback and thereby recognize diversity among those with whom we work, even though, as Walter Lippman once remarked, "in organizations where everyone thinks alike, no one thinks very much" (in Schul, 1975, p. 2).

Well-organized staff meetings are another way to ensure that decision making expands. The number of meetings is not nearly as important as the kind of meetings and the degree to which agendas are jointly developed. Staff meetings can become the focal point for building team spirit and a cooperative management approach. When teachers feel comfortable enough to question procedures, suggest alternatives, and exchange different points of view, their morale usually rises.

Do not wait for frustrations to take root and cause job complacency or dissatisfaction. It is best to catch griping and channel it constructively in a way that will improve conditions and increase intrinsic motivation of staff members.

How are staff involved in setting program goals?

Your role as leader is to develop a shared vision among staff and board of what you all want the center to become. Much like the conductor of a symphony, the director knows that the combined energy of a group working in harmony creates a whole that is greater than the sum of its parts.

Directors who value the process of collaboration with staff are generally most willing to devote the necessary time to involve staff in setting goals for the program. In the course of the process, teachers will in yet another way feel that their opinions and suggestions are valued.

September and January seem to be the best times to reassess program objectives because they mark the beginnings of the new school or calen-

Much like the conductor of a symphony, the director knows that the combined energy of a group working in harmony creates a whole that is greater than the sum of its parts.

dar year. Once program objectives are in place, the staff can list clear and realistic actions they can take to achieve their goals.

This process ensures that teachers' efforts will be consistent with the broader mission of your center. The goals will enable them to set priorities when deciding about the most appropriate curriculum experiences for the children. Goal consensus also helps reduce teachers' anxiety by providing them a benchmark from which to measure their own, and the children's, progress.

Several techniques have been developed to help groups set their goals (Glaser, 1983). Regardless of the method you use, it is important to agree on realistic goals and to measure your progress toward them in concrete ways.

Every director is confronted with urgent business every day, so it is easy to find a myriad of good excuses to put off the goal-setting process for another year. However, directors who make time for this collaborative process find that it has a broad effect on staff relations. The group's divergent viewpoints merge into a unified harmonious whole. The self-renewing process helps teachers and administrators strengthen their educational partnership, thus immeasurably improving the quality of education of children.

How wisely is time used? How realistic are work loads?

Just how does a director create the right balance between professional efficiency and warm informality, between seriousness and silliness, between paperwork and people work, between process and product? To be sure, educating young children is not like building cars; worker productivity cannot be gauged in discrete units as on an assembly line. But you can use a number of time management strategies to run your center both efficiently and effectively at the same time you instill a pleasant work atmosphere. For example, one strategy is to do similar tasks—writing letters, filing, making phone calls, or running errands—all at once. Grouping activities allows you to focus your attention and makes your day less fragmented (Jorde, 1982).

Teaching demands an exceptional amount of energy and efficiency, so schedule teachers to work when they are at their peak for top performance. Some are morning people, while others begin the most

productive part of their day in the afternoon. In addition to schedule considerations, workloads can be juggled to make the best use of time.

Workloads consist of both the sheer quantity of tasks that need to be accomplished and the time frame in which those jobs must be done. Too much to do in too little time (work overload) or too little to do that is stimulating (boredom) are both sources of job stress and can result in lower job satisfaction and performance. Because people differ in background and training, the trick for administrators is to find the right balance for each, matching individuals to specific jobs so that they feel challenged and stretched, yet not overwhelmed and consumed by too much work pressure.

Periodic whole-staff conferences to review teachers' workloads, needs, interests, and competencies demonstrate your respect for staff members' integrity and help staff understand the emotional limits of their work. Teachers must realize that they can be dedicated and loyal without being consumed by professional obligations.

Your role model will help staff see that survival in this profession demands a lot of psychic energy, depends on our ability to lead a balanced life, and necessitates that we look after our own mental health. Most of us find that a certain amount of detachment from our professional roles is essential if we are to maintain a healthy perspective. In fact, learning how to emotionally leave work at the end of the day is one key way to achieve a balanced life.

How conducive is the physical setting to getting the job done?

Most early childhood environments are designed primarily with the needs of young children in mind. But accommodating staff and parent needs is also important to assure a healthy professional work environment. A poorly equipped or hastily designed environment leads to tension and frustration.

The physical layout of a program conveys strong nonverbal messages that affect employee and parent perceptions about it. For example, a teacher preparation room sends a strong message that teacher planning is valuable. Likewise, sufficient space to park, a place for personal belongings, and a place to escape during the day for a few

minutes of solitude all symbolize how staff are valued and respected.

Poor arrangement of space can cause a host of potential health and safety hazards (Child Care Employee Project, 1982). Poor lighting, improper ventilation, and high noise levels can make it difficult for teachers to carry out their responsibilities (Makower, 1981). How to accommodate adult needs in a child-sized environment is not easy. Low counters, small chairs, and child-sized fixtures are essential elements in good programs for young children but may contribute to stress and physical fatigue for the adults who must maneuver in these settings. Staff need time to develop systems to cope with the inevitable daily clutter and to organize furnishings and classroom resources to reduce stress and fatigue (Jorde, 1983).

Select and arrange furniture and fixtures to minimize the incidence of injury and health hazards and to reduce lower back strain. Check that building materials, insulation, drapes, or carpets do not emit harmful toxins.

Staff and administration can work closely to evaluate their work environment, make changes, and then review how successful those changes were. Take photos to give yourselves a fresh perspective about the use of your space. Ask preschool or older children in the program for their suggestions. Visit other centers to see what works well. Brush up on the principles of good design. Use graph paper to draw several possible room arrangements before making any major moves. The changes need not be expensive if volunteers are willing to help with carpentry, sewing, painting, or moving furniture.

How are creativity and innovation encouraged?

The only way to unleash staff's creative energy is to encourage them to try new techniques and materials known to be appropriate for young children. Before purchasing expensive equipment, talk with others who have used it to determine whether the benefits are substantial enough to warrant the cost. A large set of hollow blocks may well be worth the expense, for example, but computer games may not be.

Administrators can lend a great deal of support to staff as they try out new ideas. Your attitude is critical in this and every other area of organi-

If you approach change with enthusiasm and confidence, your spirit will be conveyed to the staff.

zational change (Schrag, Nelson, & Siminowsky, 1985). Approaching change with enthusiasm and confidence will convey your spirit to the staff. You are the facilitator who paves the way for change, helps keep channels of communication open, and provides support as needed. And when things do not work out so well, teachers need to know that you understand occasional setbacks are part of the change process.

It is not always easy to tell which teachers will be most open to change, but everyone can open up to change in the right atmosphere. If you have teachers who resist change, explore the reasons for their resistance. Are they afraid of the unknown? Alleviate anxiety by involving staff in planning and implementation. Keep them well informed. Give stragglers time to gear up psychologically for an impending change.

You can also stimulate divergent thinking and creativity by helping staff develop new strategies to look at old problems. Devote one staff meeting each month to brainstorm about center-wide problems that need to be solved. Encourage new ideas and multiple perspectives.

* * *

Early childhood program directors are a little like barometers—you constantly assess fluctuations in the organizational climate. However, you use your information not only to forecast but also to shape the climate in which you and your staff work.

We have seen that quality of work life is both a goal and a process—we are working toward it as well as using it as a means to reach a goal. A good climate makes it possible to work effectively to meet the needs of young children, thus achieving our program goals. It also makes the work environment a pleasant place to spend time. The best programs are those that are a great place to work—where teachers and administrators engage jointly in solving problems, making decisions, and implementing changes as needed.

All of us spend a substantial portion of our lives at work. We rely on our employers to be responsible to reduce job-related stress and help us avoid burnout. All of us deserve to work in environments that use our talents and develop our professional capabilities. As a result, the children in our programs benefit.

References

Adams, J. (1971). Toward an understanding of inequity. In G. Yukl & K. Wexley (Eds.), *Readings in organizational and industrial psychology* (pp. 194–209). New York: Oxford University Press.

Anderson, C.S. (1982). The search for school climate: A review of the research. *Review of Educational Research, 52,* 368–420.

Andrew, L., Parks, D., & Nelson, L. (1985). *Administrators' handbook for improving faculty morale.* Bloomington, IN: Phi Delta Kappa.

Association of Teacher Educators. (1985). *Developing career ladders in teaching.* Reston, VA: Author.

Barker, R.G. (1968). *Ecological psychology.* Palo Alto, CA: Stanford University Press.

Bell, P., Fisher, J., & Loomis, R. (1978). *Environmental psychology.* Philadelphia: Saunders.

Berman, P., & McLaughlin, M.W. (1978). *Federal programs supporting educational change: Vol. 8. Implementing and sustaining innovations.* Santa Monica, CA: The Rand Corporation.

Bloom, D., & Jorde-Bloom, P. (1987). The role of higher education in fostering the personal development of teachers. *College Student Journal, 21,* 229–240.

Bowditch, J., & Buono, A. (1982). *Quality of work life assessment.* Boston: Auburn House.

Bronfenbrenner, U. (1979). *The ecology of human development.* Cambridge, MA: Harvard University Press.

Bureau of Labor Statistics. (1984). *Occupational projections and training data.* Washington, DC: U.S. Government Printing Office.

Chesler, M., Schmuck, R., & Lippitt, R. (1963). The principal's role in facilitating innovation. *Theory Into Practice, 2,* 269–277.

Child Care Employee Project. (1982). *Occupational health and safety for*

child care staff. Berkeley, CA: Author.

Child Care Employee Project. (1985). *How and why to plan salary schedules*. Berkeley, CA: Author.

Child Care Resource Center. (1984). *Child care salaries and benefits*. Boston, MA: Author.

Conners, D. (1983). The school environment: A link to understanding stress. *Theory Into Practice, 22*, 15–20.

Cornett, L. (1985). Trends and emerging issues in career ladder plans. *Educational Leadership, 43*, 6–66.

Coughlan, R. J., & Cooke, R. (1974). Work attitudes. In H. J. Walberg (Ed.), *Evaluating educational performance* (pp. 295–317). Berkeley: McCutchan.

Driscoll, A., Peterson, K., & Kauchak, D. (1985). Designing a mentor system for beginning teachers. *Journal of Staff Development, 6*(2), 108–117.

Drucker, P. (1977). *People and performance*. New York: Harper & Row.

Fleischer, B. (1985). Identification of strategies to reduce turnover among child care workers. *Child Care Quarterly, 14*, 130–139.

Fox, R. (1974). *School climate improvement: A challenge to the school administrator*. Bloomington, IN: Phi Delta Kappa.

Fox, R. S., & Schmuck, R. (1973). *Diagnosing professional climate of schools*. Fairfax, VA: Learning Resources Corp.

Fullan, M. (1982). *The meaning of educational change*. New York: Teachers College Press, Columbia University.

Glaser, E. M. (1983). *Putting knowledge to use*. San Francisco: Jossey-Bass.

Goodlad, J. I. (1983). The school as workplace. In G. A. Griffin (Ed.), *Staff development: The eighty-second yearbook of the National Society for the Study of Education* (pp. 36–61). Chicago: The University of Chicago Press.

Gottfredson, G.D. (1984). *Using the Effective School Battery*. Odessa, FL: Psychological Assessment Resources, Inc.

Greenberg, P. (1974). *Staff growth program for child care centers*. Washington, DC: Acropolis.

Griffin, G.A. (Ed.). (1983). *Staff development: The eighty-second yearbook of the National Society for the Study of Education*. Chicago: The University of Chicago Press.

Halpin, A.W., & Croft, D. (1963). *The organizational climate of schools*. Chicago: The University of Chicago Press.

Hegland, S. (1984). Teacher supervision: A model for advancing professional growth. *Young Children, 39*(4), 3–10.

Herzberg, F. (1966). *Work and the nature of man*. New York: World Publishing.

Hyson, M.C. (1982). "Playing with kids all day": Job stress in early childhood education. *Young Children, 37*(2), 25–31.

James, L. R., & Jones, A. P. (1974). Organizational climate: A review of theory and research. *Psychological Bulletin, 81*, 1096–1112.

Jorde, P. (1982). *Avoiding burnout: Strategies for managing time, space, and people in early childhood education*. Washington, DC: Acropolis.

Jorde, P. (1983, January). Coping with clutter. *Child Care Information Exchange*, pp. 17–20.

Jorde-Bloom, P. (1986a). The administrator's role in the innovation decision process. *Child Care Quarterly, 15*, 182–197.

Jorde-Bloom, P. (1986b, July). Organizational norms: Our blueprint for behavior. *Child Care Information Exchange*, pp. 38–42.

Jorde-Bloom, P. (1986c). Teacher job satisfaction: A framework for analysis. *Early Childhood Research Quarterly, 1*, 167–183.

Jorde-Bloom, P. (1987a, September). Keeping a finger on the pulse beat: The director's role in assessing organizational climate. *Child Care Information Exchange*, pp. 31–36.

Jorde-Bloom, P. (1987b). *The Early Childhood Work Environment Survey: Technical manual*. Evanston, IL: National College of Education, Early Childhood Professional Development Project.

Jorde-Bloom, P. (1988a). Closing the gap: An analysis of administrator and teacher perceptions of organizational climate in the early childhood setting. *Teaching and Teacher Education: An International Journal of Research and Studies, 4*(2), 111–120.

Jorde-Bloom, P. (1988b, April). *Professional orientation and structural components of early childhood programs: A social-ecological approach*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Jorde-Bloom, P. (in press). Factors influencing job satisfaction and organizational commitment in early childhood. *Journal of Research in Childhood Education*.

Joyce, B., McKibbin, M., & Bush, N. (1983, April). *The seasons of professional life: Growth states of teachers*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Kahn, R. L. (1981). *Work and health*. New York: Wiley.

Katz, D., & Kahn, R. (1978). *The social psychology of organizations*. New York: Wiley.

Katz, L. (1972). Developmental stages of preschool teachers. *Elementary School Journal, 73,* 50–55.

Kent, K. (1985, November). A successful program of teachers assisting teachers. *Educational Leadership, 43,* 30–33.

Lawler, E.E. (1971). *Pay and organizational effectiveness: A psychological view.* New York: McGraw-Hill.

Lewin, K. (1951). *Field theory in social science.* New York: Harper & Row.

Likert, R. (1977). *Profile of a school: A resource for improving school administration.* Ann Arbor, MI: Rensis Likert Associates.

Lindsay, P., & Lindsay, C. (1987). Teachers in preschools and child care centers: Overlooked and undervalued. *Child & Youth Care Quarterly, 16,* 91–105.

Little, J. W. (1982). Norms of collegiality and experimentation: Workplace conditions of school success. *American Educational Research Journal, 19,* 325–340.

Makower, J. (1981). *Office hazards: How your job can make you sick.* Washington, DC: Tilden Press.

Maslach, C., & Pines, A. (1977). The burn-out syndrome in the day care setting. *Child Care Quarterly, 6,* 100–113.

McLaughlin, M. W., Pfeifer, R. S., Swanson-Owens, D., & Yee, S. (1986, February). Why teachers won't teach. *Phi Delta Kappan,* 420–426.

McNergney, R., & Carrier, C. (1981). *Teacher development.* New York: Macmillan.

Modigliani, K. (1986). But who will take care of the children? Childcare, women, and devalued labor. *Journal of Education, 168*(3), 46–69.

Modigliani, K. (1988). Viewpoint. Twelve reasons for the low wages in child care. *Young Children, 43*(3), 14–15.

Moos, R.H. (1974). *The Social Climate Scales: An overview.* Palo Alto: Consulting Psychologist Press.

Moos, R.H. (1976). *The human context.* New York: Wiley.

Moos, R.H. (1979). *Evaluating educational environments.* San Francisco: Jossey-Bass.

Nash, M. (1983). *Organization performance.* San Francisco: Jossey-Bass.

National Association for the Education of Young Children. (1984a). *Accreditation criteria and procedures.* Washington, DC: Author.

National Association for the Education of Young Children. (1984b). *NAEYC position statement on nomenclature, salaries, benefits, and the status of the early childhood profession.* Washington, DC: Author.

National Association for the Education of Young Children. (1984c). Results of the NAEYC survey of child care salaries and working conditions. *Young Children, 40*(1), 9–14.

National Association for the Education of Young Children. (1987). NAEYC position statement on quality, compensation, and affordability in early childhood programs. *Young Children, 43*(1), 31.

Neugebauer, R. (1975). *Organizational analysis of day care*. (ERIC Document Reproduction Service No. ED 157 616)

Neugebauer, R. (1983, July/August). Guidelines for effective use of feedback. *Child Care Information Exchange*, pp. 1–4.

Neugebauer, R. (1984, October). Self motivation: Motivation at its best. *Child Care Information Exchange*, pp. 7–10.

Ochsner, N., & Solmon, L. (1979). *College education and employment*. Bethlehem, PA: The CPC Foundation.

Owens, R.G. (1981). *Organizational behavior in education*. Englewood Cliffs, NJ: Prentice-Hall.

Pace, R.W. (1983). *Organizational communication*. Englewood Cliffs, NJ: Prentice-Hall.

Pettegrew, L., & Wolf, G. (1982). Validating measures of teacher stress *American Educational Research Journal, 19*, 373–396.

Phyfe-Perkins, E. (1980). Children's behavior in preschool settings—A review of research concerning the influence of the physical environment. In L. Katz (Ed.), *Current topics in early childhood education* (Vol. 3, pp. 91–125). Norwood, NJ: Ablex.

Porter, L.W. (1961). A study of perceived need satisfactions in bottom and middle management jobs. *Journal of Applied Psychology, 45*, 1–10.

Prescott, E. (1981). Relations between physical setting and adult/child behavior in day care. In S. Kilmer (Ed.), *Advances in early education and day care* (Vol. 2, pp. 129–158). Greenwich, CT: JAI Press.

Purkey, S.C., & Smith, M. (1982). Too soon to cheer? Synthesis of research on effective schools. *Educational Leadership, 40*, 64–69.

Reineke, R., & Welch, W. (1975). *Adequacy of teaching conditions as perceived by administrators and teachers*. Unpublished manuscript, University of Minnesota. (ERIC Document Reproduction Service No. ED 161 678)

Robinson, B. (1979). A two-year follow-up study of male and female caregivers. *Child Care Quarterly, 8*, 177–294.

Rogers, E.M. (1983). *Diffusion of innovations*. New York: Free Press.

Rosenfeld, G.W. (1979). Turnover among child care workers. *Child Care Quarterly, 8*, 67–69.

Ross, A. (1984, Fall). A study of child care staff turnover. *Child Care*

Quarterly, 13, 209–224.

Sandefur, W., & Smith, H. (1980). A comparison of the perceptions of classroom teachers and principals in Texas concerning the instructional problems of teachers. *Texas Study of Secondary Educational Research Journal, 25,* 11–13.

Schneider, B., & Reichers, A. (1983). On the etiology of climates. *Personnel Psychology, 36*(1), 19–39.

Schon, D. (1983). *The reflective practitioner.* New York: Basic.

Schrag, L., Nelson, E., & Siminowsky, T. (1985, September). Helping employees cope with change. *Child Care Information Exchange,* pp. 3–6.

Schul, B. (1975). *How to be an effective group leader.* Chicago: Newson-Hill.

Schwab, R., & Iwanicki, E. (1982). Perceived role conflict, role ambiguity, and teacher burnout. *Review of Educational Research, 18,* 60–74.

Sciarra, D., & Dorsey, A. (1979). *Developing and administrating a child care center.* Boston: Houghton Mifflin.

Seashore, S. E., Lawler, E., Mirvis, P., & Cammann, C. (1983). *Assessing organizational change.* New York: Wiley.

Selye, H. (1976). *Stress of life.* New York: McGraw-Hill.

Sergiovanni, T. (1980). *The new school executive: A theory of administration.* New York: Harper & Row.

Silver, P., & Moyle, C. (1984, April). *School leadership in relation to school effectiveness.* Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Steele, F. (1973). *Physical settings and organizational development.* Reading, MA: Addison-Wesley.

Steele, F., & Jenks, S. (1977). *The feel of the work place.* Reading, MA: Addison-Wesley.

Stern, D. (1986). Compensation for teachers. In E.Z. Rothkopf (Ed.), *Review of research in education* (Vol. 13, pp. 285–316). Washington, DC: American Educational Research Association.

Sweeney, J. (1980). Principals versus teachers: Where will we bury the victims? *Clearing House, 53,* 309–311.

Sweeney, J. (1981). Teacher dissatisfaction on the rise: Higher level needs unfulfilled. *Education, 102,* 203–207.

Tagiuri, R. (1968). *Organizational climate: Exploration of a concept.* Boston: Harvard University, Division of Research, Graduate School of Business Administration.

Traver, R. (1984, April). *Teacher stage development and staff development: An overview of the field.* Paper presented at the annual

meeting of the American Educational Research Association, New Orleans.

Trusty, F. M., & Sergiovanni, T. J. (1966). Perceived need deficiencies of teachers and administrators: A proposal for structuring teacher roles. *Educational Administration Quarterly, 2*, 168–180.

VanderVen, K.D. (1979). Developmental characteristics of child care workers and design of training programs. *Child Care Quarterly, 8*, 100–112.

Washtenaw County Association for the Education of Young Children. (1985). *Survey of teachers and directors: Summary of major findings*. Ann Arbor, MI: Child Care Working Conditions Project, WCAEYC.

Weinstein, C. (1979). The physical environment of the school: A review of the research. *Review of Educational Research, 49*, 599–610.

Weinstein, M., & Allen, J. (1985, March). Orienting staff right from the beginning. *Child Care Information Exchange*, pp. 1–5.

Whitebook, M., & Ginsburg, G. (1985). *Comparable worth: Questions and answers for early childhood staff*. Berkeley, CA: Child Care Employee Project.

Whitebook, M., Howes, C., Darrah, R., & Friedman, J. (1982). Caring for the caregivers: Staff burnout in child care. In L. Katz (Ed.), *Current topics in early childhood education* (Vol. 4, pp. 212–235), Norwood, NJ: Ablex.

Wiggins, T. (1972). A comparative investigation of principal behavior and school climate. *Journal of Educational Research, 66*(3), 103–105.

Willer, B. (1987). *The growing crisis in child care: Quality, compensation, and affordability in early childhood programs*. Washington, DC: NAEYC.

Wilson, B., Firestone, W., & Herriott, R. (1984). *The School Assessment Survey*, Philadelphia: Research for Better Schools.

Young, I.P., & Kasten, K. (1980). *The relationship between school climate and implementation of an innovation in elementary school*, Madison, WI: University of Wisconsin Research and Development Center for Individualized Schooling. (ERIC Document Reproduction Service No. ED 199 925)

Zahorick, J.A. (1984, April). *Cautious colleagues*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

Zigarmi, D. (1981). Leadership and school climate. *Journal of Staff Development, 2*, 93–115.

Appendix A

SAMPLE COVER LETTER FOR INFORMAL ASSESSMENT

Date

Dear Staff,

The attached survey is designed to find out how you feel about this center as a place to work. This questionnaire provides you with an opportunity to express your feelings and opinions regarding 10 areas of organizational climate. It also includes some open-ended questions where you may provide some helpful feedback on ways to improve our program. The success of this survey depends on everyone's honest answers. It should take no more than 5 or 10 minutes to complete.

Please know that your answers to these questions are completely confidential. There is no need to put your name on the questionnaire. When you have completed the questionnaire, please put it in the attached envelope, seal it, and give it to _____. From the tallied results of this questionnaire, we will be able to determine staff's perceptions of program strengths as well as areas that may need improvement.

Thank you for caring enough to share your opinions about these issues. Your cooperation and assistance are most appreciated.

Cordially,

Director's name

Appendix B

ASSESSING ORGANIZATIONAL CLIMATE

An Informal Survey

Please indicate next to each statement the number (1–4) which most accurately reflects what is happening in your center.

almost never			almost always
1	2	3	4

_____ Staff are friendly, supportive, and trust one another.

_____ Opportunities are available for staff to learn new skills and grow professionally.

_____ Supervisory support is competent and feedback is helpful.

_____ Communication regarding policies and procedures is clear. Job responsibilities are well defined.

_____ Pay and fringe benefits are fair and equitably distributed.

_____ Teachers are encouraged to make decisions about things that directly affect them.

_____ Staff agree on school philosophy and are committed to similar educational objectives.

_____ The program is well planned and efficiently run. Time is not wasted.

_____ The work environment is attractive and well-organized. There are sufficient supplies and equipment for staff to do their jobs.

_____ Staff are encouraged to be creative and innovative in their work. The center implements changes as needed.

If you had to think of three words to describe the climate of this center as a place to work, what would they be?

What do you perceive to be the greatest strengths of this center?

What areas do you feel could use some improvement?

Thank you!

Appendix C

NATIONAL COLLEGE OF EDUCATION

1886-1986
SERVING THOSE WHO SERVE OTHERS

EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROJECT
2840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201

Early Childhood Work Environment Survey

Dear Early Childhood Worker:

This survey is designed to find out how you and others feel about your early childhood center as a place to work. This questionnaire provides you with an opportunity to express your feelings and opinions concerning various center policies and practices. It includes questions regarding general work conditions, staff relations, supervisor support, pay and promotion opportunities, and the physical setting. The questionnaire should take about 20 minutes to complete. The success of this survey depends on your candid and honest responses.

Please know that your answers to these questions are completely confidential. When you have completed the questionnaire, put it in the attached plain envelope, seal it, and give it to your staff representative. This individual will then mail the surveys to the Professional Development Project for the data analysis. In approximately six to eight weeks your center will receive a center profile. This profile will report a summary of the group results along several dimensions. An individual's responses to the survey will not be identified. Results will be reported as group averages that assure anonymity. From this profile, your staff will be able to systematically determine group perceptions of program strengths as well as identify areas that may need improvement.

Thank you for your cooperation and assistance. I hope you find this survey both interesting and useful.

Cordially,

Paula Jorde-Bloom

Paula Jorde-Bloom, Ph.D.
Project Director

Work Attitudes

Check *all* that describe how you feel about your organization:

- ☐ I intend to work here at least two more years
- ☐ I often think of quitting
- ☐ I'm just putting in time
- ☐ I take pride in my center
- ☐ I put a lot of extra effort into my work
- ☐ I feel very committed to this center
- ☐ I don't care what happens to this place after I leave
- ☐ It would be difficult for me to find another job as good as this one
- ☐ It's hard to feel committed to this place
- ☐ I sometimes feel trapped in this job

If you could design the ideal job, how close would your present position resemble your ideal work environment with respect to the following? (check 1-5)

	not like my ideal at all		somewhat resembles my ideal		is my ideal
	1	2	3	4	5
relationship with your co-workers	☐	☐	☐	☐	☐
opportunities to learn and grow	☐	☐	☐	☐	☐
relationship with your supervisor	☐	☐	☐	☐	☐
clarity in roles and responsibilities	☐	☐	☐	☐	☐
fairness of pay and promotion opportunities	☐	☐	☐	☐	☐
decision-making structure of the center	☐	☐	☐	☐	☐
agreement among staff on goals and objectives	☐	☐	☐	☐	☐
task orientation, program efficiency	☐	☐	☐	☐	☐
equipment, materials, and the physical setting	☐	☐	☐	☐	☐
innovativeness and creative problem solving	☐	☐	☐	☐	☐

Different people want and expect different things from their work. How important is each of the following to you? (check 1-5)

How important is . . .	not important		important		very important
	1	2	3	4	5
collegiality, co-worker relations	☐	☐	☐	☐	☐
opportunities for professional growth	☐	☐	☐	☐	☐
support and feedback from supervisor	☐	☐	☐	☐	☐
clarity in policies and procedures	☐	☐	☐	☐	☐
equitable pay, benefits, promotions	☐	☐	☐	☐	☐
involvement in decision making	☐	☐	☐	☐	☐
consensus on program goals, objectives	☐	☐	☐	☐	☐
accomplishing work in efficient manner	☐	☐	☐	☐	☐
physical setting, sufficient materials	☐	☐	☐	☐	☐
innovativeness and creative expression	☐	☐	☐	☐	☐

Organizational Climate

Please answer the questions in this section with respect to the overall conditions in your center as they are *most of the time:*

Check *all* that describe the overall staff relations in your center most of the time:

- ☐ cooperative and friendly
- ☐ competitive
- ☐ people are reluctant to express their feelings
- ☐ teachers are very helpful to new staff
- ☐ good team spirit
- ☐ staff are generally frank and candid
- ☐ morale is low
- ☐ people socialize outside of work
- ☐ people feel isolated
- ☐ people complain a lot

Check *all* that apply. Does your organization...

- ☐ provide on-site staff development workshops?
- ☐ encourage staff to share resources with each other?
- ☐ provide released time to attend conferences?
- ☐ provide released time to visit other schools?
- ☐ provide tuition reimbursement to take college courses?
- ☐ provide guidance for professional advancement?
- ☐ have a library of professional books for staff to use?
- ☐ subscribe to several educational journals and magazines?
- ☐ implement a career ladder for professional advancement?
- ☐ encourage staff to learn new skills and competencies?

Check *all* that characterize the supervision given in your center most of the time:

- ☐ provides support and helpful feedback regularly
- ☐ hard to please
- ☐ incompetent
- ☐ conducts fair evaluations of staff
- ☐ too critical
- ☐ sets high but realistic standards
- ☐ delegates too much
- ☐ compliments and praises staff
- ☐ talks down to staff
- ☐ very knowledgeable

Check *all* that apply. Does your organization...

- ☐ distribute a parents' handbook detailing policies and procedures?
- ☐ have a staff manual outlining staff policies?
- ☐ provide written contracts for employees?
- ☐ have written job descriptions for each position?
- ☐ distribute a monthly newsletter to parents?

Check *all* that characterize your center most of the time:

- ☐ written communication is clear
- ☐ there are seldom conflicting demands made on staff
- ☐ policies and procedures are well-defined
- ☐ rules are consistent
- ☐ staff are well-informed

Check *all* that describe the pay and promotion system at your center:

- ☐ promotions are not handled fairly
- ☐ salaries are fair considering the center's income
- ☐ fringe benefits are equitably distributed
- ☐ some people are paid more than they are worth
- ☐ raises are based on favoritism
- ☐ pay is distributed fairly
- ☐ pay is fair compared to what other centers pay
- ☐ this place is a revolving door, no job security
- ☐ people are taken advantage of
- ☐ chances for promotion are good

Check *all* that describe how decisions are made at your center most of the time:

- ☐ people are encouraged to be self-sufficient in making decisions
- ☐ the director likes to make most of the decisions
- ☐ people don't feel free to express their opinions
- ☐ everyone provides input on the content of staff meeting
- ☐ conformity is the name of the game here
- ☐ there are scheduled staff meetings at least twice a month
- ☐ people provide input but decisions have already been made
- ☐ teachers make decisions about things that directly affect them
- ☐ teachers are seldom asked their opinion on issues
- ☐ the director values everyone's input in major decisions

Listed below are some common organizational decisions and actions. How much influence does the teaching staff *currently have* in each of the areas below:

	very little influence	some influence	considerable influence
Ordering materials/supplies	☐	☐	☐
Interviewing/hiring new staff	☐	☐	☐
Determining program objectives	☐	☐	☐
Training new aides/teachers	☐	☐	☐
Planning daily schedule of activities	☐	☐	☐

How much influence do you think the teaching staff *would like to have* in each of these areas:

	very little influence	some influence	considerable influence
Ordering materials/supplies	☐	☐	☐
Interviewing/hiring new staff	☐	☐	☐
Determining program objectives	☐	☐	☐
Training new aides/teachers	☐	☐	☐
Planning daily schedule of activities	☐	☐	☐

Check *all* that apply with respect to the goals of your program:

- ☐ goals are left vague
- ☐ everyone agrees on program goals
- ☐ people know how to compromise
- ☐ center does not have a written philosophy
- ☐ staff share a common vision of what the center should be like
- ☐ the staff seldom talk about educational objectives
- ☐ staff are committed to program goals
- ☐ staff are not unified in their philosophy
- ☐ people disagree on what should be taught to children
- ☐ program has well-defined educational objectives

Check *all* that describe the way things get done at your center most of the time:

- ☐ meetings are a waste of time
- ☐ this place is run very efficiently
- ☐ people get the job done
- ☐ time is wasted
- ☐ deadlines are missed regularly
- ☐ things rarely get put off
- ☐ employees work hard
- ☐ people come to work late
- ☐ people procrastinate often
- ☐ meetings are productive

Check *all* that apply to the physical environment of your center:

- ☐ well-arranged use of space
- ☐ cramped and crowded conditions
- ☐ seems either too hot or too cold
- ☐ neat, tidy, and safe
- ☐ decorations are drab
- ☐ teachers have a place to store personal belongings
- ☐ classroom noise disrupts office business
- ☐ there are sufficient supplies and materials
- ☐ the building needs major repairs
- ☐ storage space is well-organized

Check *all* that describe your organization as a whole:

- ☐ emphasizes creativity
- ☐ not very innovative
- ☐ quite traditional
- ☐ implements needed changes
- ☐ encourages diverse opinions
- ☐ regularly looks at new educational approaches
- ☐ things stay pretty much the same
- ☐ new ideas tried out
- ☐ people avoid taking risks at all costs
- ☐ problems go unsolved

Rank order the following program objectives according to their importance at your center during the next year. Put a "1" by the most important, a "2" by the next most important and so on until you get to "6" for the least important. Each objective must only have *one* number next to it.

____ to help children develop language and problem solving skills

____ to help children build strong friendships and learn to share

____ to help children master concepts needed for reading and arithmetic

____ to help children develop skill and independence in caring for themselves

____ to help children develop physical coordination

____ to help children develop a healthy self-esteem and positive self-concept

Appendix D

NATIONAL COLLEGE OF EDUCATION
NCE
FOUNDED 1886

EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROJECT

2840 SHERIDAN ROAD, EVANSTON, ILLINOIS 60201

SAMPLE

WORK ENVIRONMENT PROFILE

Date July 20, 1986

Name THE CHILDREN'S PLACE Code 0000

Total administrative, teaching, and support staff: 15

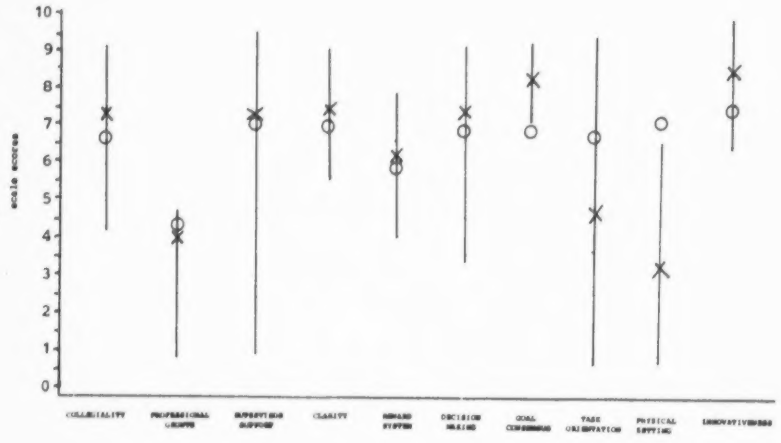
Number of staff completing survey: 15

Distribution of respondents: 1 male 14 female

Employment pattern of respondents:

8 employed full-time (35 hours per week or more)
5 employed part-time (20 - 35 hours per week)
2 employed part-time (10 - 19 hours per week)

PART A. ORGANIZATIONAL CLIMATE (N=15)



The X represents the average score for this dimension for subjects included in this sample

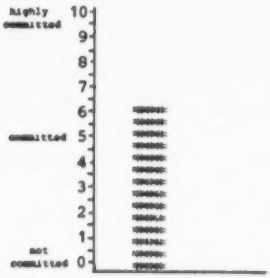
The ○ represents the norm for this dimension based on responses of 1169 workers in 69 centers

The vertical line for each dimension represents the range of scores for subjects in this sample

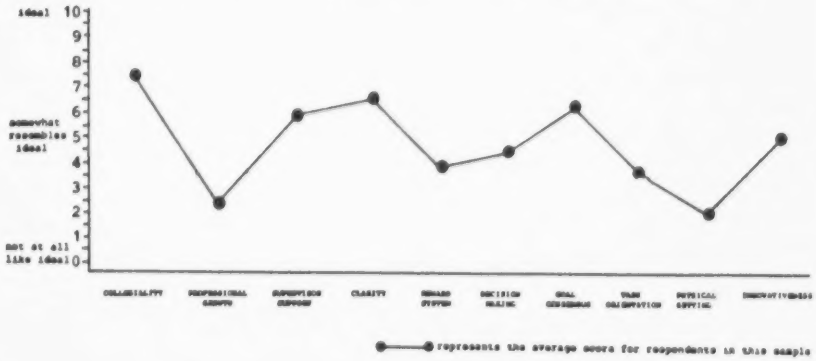
PART B. SUMMARY OF WORKER VALUES (N= 14)

How important is . . .	not important 1	2	important 3	4	very important 5
collegiality, co-worker relations			X		
opportunities for professional growth					X
support and feedback from supervisor			X		
clarity in policies and procedures			X		
equitable pay, benefits, promotions			X		
involvement in decision making				X	
consensus on program goals, objectives			X		
accomplishing work in efficient manner		X			
physical setting, sufficient materials				X	
innovativeness and creative expression		X			

PART C. SUMMARY OF OVERALL COMMITMENT TO THE ORGANIZATION (N=15)



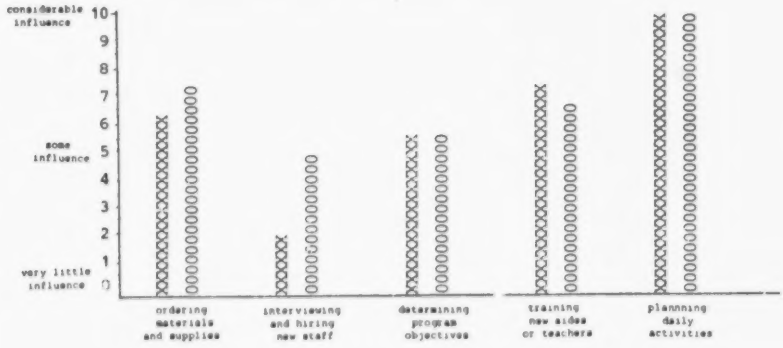
PART D. SUMMARY OF HOW CURRENT WORK ENVIRONMENT RESEMBLES IDEAL (N= 14)



PART E. RANKING OF VARIOUS EDUCATIONAL GOALS AND OBJECTIVES (N= 14)

To help children develop...	Number of subjects who ranked item as					
	1	2	3	4	5	6
language and problem solving skills	0	1	2	6	5	0
strong friendships, skills in sharing	3	0	4	3	2	2
concepts needed for reading and math	0	1	0	1	2	10
independence in caring for themselves	0	10	3	0	1	0
physical skill and coordination	0	1	3	4	4	2
positive self-concepts and self-esteem	11	1	2	0	0	0

PART F. DEGREE OF INFLUENCE OF THE TEACHING STAFF REGARDING VARIOUS ORGANIZATIONAL DECISIONS (N= 15)



⊗ = perceived degree of decision-making influence (current)

○ = desired degree of decision-making influence

Index

By Subject

Assessment tool or instrument. *See* surveys
Benefits vi, 9, 27, 42–45
Clarity of functions 4, 8–9, 15, 27, 41–42
Collegiality 3–5, 15, 27, 32–34
Commitment of staff 29, 30, 46
Decision making 4, 10–11, 12, 15, 16, 21, 27–28, 29–30, 46–47
Early Childhood Program Development Project 25, 26, 64
Early Childhood Work Environment Survey 25–30, 64–69
Efficiency 5, 12, 21, 22, 28, 49
Feedback 6, 8, 21, 22, 23, 27, 39, 47
Goal consensus 4, 12, 15, 28, 29, 47–49
Innovativeness 4, 13–14, 15, 28, 51–53
Job descriptions 2, 8, 27, 39, 41
Job satisfaction 2, 5, 8, 9, 10, 13, 29, 39, 50
Job security 9, 10, 27, 42, 45
Meetings, staff 39, 41, 47
Morale, staff vi, 13, 17, 21, 27, 30, 39, 47
Motivation, staff 39, 41, 47
Organizational climate, definition of 2
Pay. *See* salaries
Perceptions, difference in employees' and administrators' 14–16, 21
Physical setting 4, 13, 15, 28, 50–51
Professional growth 4, 5–6, 15, 27, 34–37, 45
Promotion 9, 10, 27, 43
Problem solving 13, 21, 23, 28, 32, 53
Reward system 4, 9–10, 15, 27, 42–46
Salaries vi, 9–10, 16, 27, 41, 42–45
Social-ecological model 3, 30
Stress, job vi, 9, 51
Support, supervisor 4, 6–8, 15, 27, 39–41
Surveys 19–30
  confidentiality of 22, 24
  format of 24
  informal 24–25, 62–63
  purpose of 22
  sharing results of 22–23
Task orientation 4, 12, 15, 28, 49–50
Turnover, staff v, 6, 29
Work Environment Profile 26–30, 70–72

By Author

Adams, J. 4, 10, 55
Allen, J. 39, 61
Anderson, C.S. 3, 14, 55
Andrew, L. 8, 55
Association of Teacher Educators 6, 45, 55
Barker, R.G. 3, 55
Bell, P. 13, 55
Berman, P. 4, 14, 55
Bloom, D. 36, 55
Bowditch, J. 19, 32, 55
Bronfenbrenner, U. 3, 55
Buono, A. 19, 32, 55
Bureau of Labor Statistics v, 55
Bush, N. (*See also* B. Joyce) 6, 57
Cammann, C. 19, 25, 60
Carrier, C. 6, 58
Chesler, M. 14, 55
Child Care Employee Project 45, 51, 55, 56

Child Care Resource Center 43, 56
Conners, D. 13, 56
Cooke, R. 2, 8, 13, 22, 56
Cornett, L. 45, 56
Coughlan, R.J. 2, 8, 13, 22, 56
Croft, D. 2, 19, 25, 56
Darrah, R. (*See also* M. Whitebook) vi, 61
Dorsey, A. 16, 60
Driscoll, A. 6, 34, 56
Drucker, P. 39, 56
Firestone, W. (*See also* B. Wilson) 11, 61
Fisher, J. 13, 55
Fleischer, B. 4, 8, 56
Fox, R.S. 3, 4, 11, 14, 56
Friedman, J. (*See also* M. Whitebook) vi, 61
Fullan, M. 4, 5, 8, 14, 56
Ginsburg, G. 42, 61
Glaser, E.M. 49, 56
Goodlad, J.I. 4, 5, 8, 56
Gottfredson, G.D. 19, 56
Greenberg, P. 37, 56
Griffin, G.A. 5, 56
Halpin, A.W. 2, 19, 25, 56
Hegland, S. 39, 56
Herriott, R. (*See also* B. Wilson) 11, 61
Herzberg, F. 39, 57
Howes, C. (*See also* M. Whitebook) vi, 61
Hyson, M.C. vi, 57
Iwanicki, E. 4, 8, 41, 60
James, L.R. 2, 57
Jenks, S. 1, 2, 13, 60
Jones, A.P. 2, 57
Jorde, P. vi, 8, 13, 51, 57
Jorde-Bloom, P. 1, 2, 4, 5, 8, 9, 11, 14, 15, 16, 21, 25, 36, 37, 39, 43, 49, 55, 57
Joyce, B. 4, 6, 37, 57
Kahn, R.L. 1, 10, 57, 58
Kasten, K. 4, 14, 61
Katz, D. 1, 57
Katz, L. 37, 58
Kauchak, D. (*See also* A. Driscoll) 6, 56
Kent, K. 4, 6, 58
Lawler, E.E. 10, 19, 25, 58, 60
Lewin, K. 3, 58
Likert, R. 19, 58
Lindsay, C. 9, 58
Lindsay, P. 9, 58
Lippitt, R. 14, 55
Little, J.W. 4, 5, 58
Loomis, R. 13, 55
Makower, J. 13, 51, 58
Maslach, C. vi, 58
McKibbin, M. (*See also* B. Joyce) 6, 57
McLaughlin, M.W. vi, 4, 6, 14, 55, 58
McNergney, R. 6, 58
Mirvis, P. 19, 25, 60
Modigliani, K. 9, 43, 58
Moos, R.H. 3, 4, 9, 10, 12, 19, 25, 58
Moyle, C. 4, 8, 12, 60
Nash, M. 4, 10, 12, 19, 58
National Association for the Education of Young Children v, 9, 42, 43, 58, 59
Nelson, E. 14, 53, 60
Nelson, L. 8, 55
Neugebauer, R. 4, 11, 16, 33, 36, 39, 59
Ochsner, N. 10, 59
Owens, R.G. 21, 59
Pace, R.W. 1, 59
Parks, D. 8, 55
Peterson, K. (*See also* A. Driscoll) 6, 56
Pettegrew, L. 4, 9, 59
Pfeifer, R.S. vi, 6, 58
Phyfe-Perkins, E. 4, 13, 59
Pines, A. vi, 58
Porter, L.W. 29, 59
Prescott, E. 4, 13, 59
Purkey, S.C. 4, 8, 59
Reichers, A. 2, 3, 60
Reineke, R. 14, 59
Robinson, B. 9, 59
Rogers, E.M. 16, 59
Rosenfeld, G.W. 9, 59
Ross, A. v, 59

Sandefur, W. 14, 60
Schmuck, R. 11, 14, 55, 56
Schneider, B. 2, 3, 60
Schon, D. 5, 60
Schrag, L. 14, 53, 60
Schul, B. 47, 60
Schwab, R. 4, 8, 41, 60
Sciarra, D. 16, 60
Seashore, S.E. 19, 25, 60
Selye, H. 41, 60
Sergiovanni, T. 10, 29, 39, 41, 60, 61
Silver, P. 4, 8, 12, 60
Siminowsky, T. 14, 53, 60
Smith, H. 14, 60
Smith, M. 4, 8, 59
Solmon, L. 10, 59
Steele, F. 1, 2, 4, 13, 60
Stern, D. 4, 10, 60
Swanson-Owens, D. vi, 6, 58
Sweeney, J. 14, 29, 60
Tagiuri, R. 2, 3, 60
Traver, R. 37, 60
Trusty, F.M. 29, 61
VanderVen, K.D. 37, 61
Washtenaw County Association for the Education of Young Children 9, 43, 61
Weinstein, C. 4, 61
Weinstein, M. 39, 61
Welch, W. 14, 59
Whitebook, M. vi, 4, 9, 11, 16, 41, 42, 43, 61
Wiggins, T. 14, 61
Willer, B. 43, 61
Wilson, B. 4, 11, 12, 19, 25, 61
Wolf, G. 4, 9, 59
Yee, S. vi, 6, 58
Young, I.P. 4, 14, 61
Zahorick, J.A. 4, 5, 61
Zigarmi, D. 2, 4, 21, 61

Information about NAEYC

NAEYC is . . .

. . . a membership-supported organization of people committed to fostering the growth and development of children from birth through age 8. Membership is open to all who share a desire to serve and act on behalf of the needs and rights of young children.

NAEYC provides . . .

. . . educational services and resources to adults who work with and for children, including

- ***Young Children, the*** journal for early childhood educators
- **Books, posters, brochures, and videos** to expand professional knowledge and commitment to young children, with topics including infants, curriculum, research, discipline, teacher education, and parent involvement
- An **Annual Conference** that brings people from all over the country to share their expertise and advocate on behalf of children and families
- **Week of the Young Child** celebrations sponsored by NAEYC Affiliate Groups across the nation to call public attention to the needs and rights of children and families
- **Insurance plans** for individuals and programs
- **Public policy information** for knowledgeable advocacy efforts at all levels of government
- The **National Academy of Early Childhood Programs,** a voluntary accreditation system for high-quality programs for children
- The **Information Service,** a computerized, central source of information sharing, distribution, and collaboration

For free information about membership, publications, or other NAEYC services . . .

. . . call NAEYC at 202-232-8777 or 800-424-2460 or write to NAEYC, 1834 Connecticut Avenue, N.W., Washington, DC 20009-5786.

Every good early childhood program administrator, supervisor, and on-site staff development specialist has a sense of where things are going well in the program and where improvement is needed. This excellent book helps us define more precisely what our problems may be and points the way toward solutions staff and supervisory people can work out together. How is your program in terms of collegiality, professional growth, supervisor support, clarity, reward system, decision making, goal consensus, task orientation, physical setting, and innovativeness? *A Great Place To Work* touches upon all this in an easy-to-digest style and encourages center directors to fully use and sharpen their leadership role and skills.

ISBN: 0-935989-18-8

National Association for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, DC 20009-5786

Nonprofit Org.
U.S. Postage
Paid
Permit #8736